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ABSTRACT

Results of two follow-up surveys of 1983 California high school graduates are presented. A sample of 1983 California public and private high schools graduates were surveyed in January 1984 to determine their fall 1983 activities (e.g., postsecondary studies, employment, military service). In May 1984, respondents to a second survey indicated their views concerning: changes to improve their high school or high school experiences; the quality of their high school preparation for post-high school activities; sources of information and influence; the influence of extracurricular activities; the type of their program (e.g., academic, vocational); the importance of homework; and the accuracy of grades. Respondents also rated the importance of 13 goals and identified their educational aspirations. Information was also collected on: type of postsecondary activity by sex and whether respondents were eligible to attend the University of California or California State University; and the relationship between parental income/educational attainment and eligibility for college attendance for students of different ethnic groups. Students comments from the surveys are included to illustrate the variety of experiences and opinions. The questionnaires are appended. (SW)

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Summary

As part of its study of the eligibility of California's high school graduating class of 1983 to attend the University of California and the California State University, the California Postsecondary Education Commission conducted two surveys of a sample of graduates in order to learn about their post-high school activities.

This staff report discusses these surveys and presents a number of findings from the second of them, which examined the graduates' high school experiences and educational expectations as well as their post-high school activities through Spring 1984.

Part One on pages 3-6 summarizes the respondents' reflections on their high school experience. Part Two on pages 7-10 discusses their life goals and educational expectations; and Part Three on pages 11-27 analyzes their educational and work-related activities following high school. Reproduced throughout the report are statements by the respondents regarding their school experiences, goals, and problems.

The Policy Development Committee of the Commission discussed this report at its February 1 and March 16, 1987, meetings, but because the report is basically descriptive rather than prescriptive, the Commission is issuing it as a staff report representing the interpretation of Commission staff rather than the formal position of the Commission as expressed in its adopted resolutions and reports that contain policy recommendations.

Additional copies of the report may be obtained from the Publications Office of the Commission. Further information about the report may be obtained from staff members Keith G. Pailthorp at (916) 322-0144 or Martin M. Ahumada at (916) 322-8000.

THE CLASS OF '83
ONE YEAR LATER

A Report on Follow-Up Surveys from the Commission's 1983 High School Eligibility Study

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
Third Floor • 1020 Twelfth Street • Sacramento, California 95814-3985

COMMISSION REPORT 87-19
PUBLISHED MARCH 1987

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Introduction

WHAT do California's high school graduates think of their high school experiences?

What are their aims and ambitions?

What do they do after graduating from high school?

These are some of the questions the California Postsecondary Education Commission has sought to answer over the past two years, and this report summarizes its answers. It describes the attitudes and activities of a sample of 1983 California high school graduates a year after their graduation, and it assesses their choices of post-high school activities in light of their high school experience, socio-economic status, and eligibility for admission to the University of California or the California State University.

Origins of the report

California's 1960 Master Plan for Higher Education called on the University of California to select its first-time freshmen from the top one-eighth of all graduates of California public high schools and the California State University from the top one-third of these graduates. Over the past 25 years, the California Postsecondary Education Commission and its predecessors have undertaken four studies to assess whether the University and the State University are selecting their freshmen from among the recommended 12½ and 33⅓ percent of high school graduates or possibly admitting students from either a smaller or a larger percentage. In light of these studies, the two universities have recalibrated their respective admission standards where necessary, so that the proportions of high school graduates eligible for admission match the recommendations of the Master Plan.

The Legislature directed the Commission to conduct the most recent of these studies for the high school graduating class of 1983, and the Commission reported the results of that study in its April 1985 report, *Eligibility of California's 1983 High School Graduates for Admission to the State's Public Universities*.

The Commission based its 1983 study on a carefully drawn stratified sample of 14,423 public and private high school graduates, whose school transcripts and standardized test scores were provided to the University and the State University. Admissions staffs of the two universities submitted these records to the same eligibility analysis they use in their regular admission decisions, in order to determine each student's eligibility to attend the two universities.

From these determinations the Commission calculated eligibility rates for the graduating class as a whole as well as for men, women, major ethnic groups, and public school versus private school graduates. It found, for instance, that 13.2 percent of the public school graduates were eligible for admission to the University, rather than the recommended 12½ percent -- but that only 29.2 percent were eligible to attend the State University, compared to the recommended 33⅓ percent.

At the conclusion of that study, the Commission, the University, and the State University knew far more about the admissions options available to California's high school graduates of 1983 than to any other previous graduating class. Yet the data from that study provided no information about these graduates' actual post-high school activities. Did students who were eligible to attend the University and State University actually do so? If not, did they enroll elsewhere -- or do something other than attend college? To find the answers, the Commission conducted two follow-up surveys of the graduates.

- In January 1984, 11,543 students in the sample received the short questionnaire reproduced in Appendix A, asking them about their Fall 1983 activities. It summarized the results of that survey in its report, *The First Follow-Up Survey of the High School Class of 1983* (June 1984), in which it indicated that 75 percent were involved in some type of postsecondary education; 14.5 percent were employed and not attending classes; 4.2 percent were unemployed; 1.7 percent were serving in the armed forces; and less than 1 percent were engaged in formal on-the-job training. Among those enrolled in postsecondary institu-

tions, 9.5 percent were enrolled in the University, 11.4 percent in the State University, 35.6 percent in California Community Colleges, 7.5 percent in independent California colleges and universities; 5.8 percent in some other type of educational or training opportunity within California; and 5.3 percent in colleges or universities outside of California.

- In May 1984, the Commission sent the eight-page questionnaire that is reproduced in Appendix B to the 13,352 high school graduates for whom it had current addresses. As can be seen, that survey instrument consisted of five parts. The first asked all respondents about their high school experience, goals, socioeconomic background, and activities since high school graduation, while the remaining four were to be answered only by those who had been involved in either vocational education, college, work, or military service.

Of the 11,405 recipients of the second survey, 4,582 or 40 percent returned usable questionnaires, compared to 4,040 or 35 percent for the first survey. The respondents differed from the total sample in terms of eligibility to attend the University and the State University. Students who had been eligible to attend the University were over-represented by some 70 percent, while those eligible to attend the State University but not the University were over-represented by some 40 percent. In contrast, those who were ineligible to attend either university were underrepresented by some 30 percent. (Specifically, of the 4,566 respondents whose eligibility status could be identified, 1,017 or 22.3 percent were eligible to attend the University; 1,007 or 22.1 percent were eligible to attend the State University but not the University; and 2,542 or 55.7 percent were eligible to attend only the Community Colleges -- compared to 13.2 percent, 16.0 percent, and 70.8 percent, respectively, among the original sample.)

As a result, the responses of this self-selected sample of students cannot be considered representative of the entire graduating class of '83. Instead, they tend to represent the more academically well-prepared members of the class. Therefore most of the analyses in this report focus on sub-groups of respondents, such as those enrolled in different types of institutions or those eligible to attend these institutions.

The quotations at the bottom of this and the following pages, taken from the students' responses, seek to illustrate the wide variety of experiences and opinions of the class of '83.

Acknowledgments

The Commission is grateful to the members of its advisory committee on the 1983 eligibility study for their assistance in designing the follow-up surveys, to Sumana Gowda who did the preliminary analysis of the responses, as well as to all of the graduates who responded to the surveys.

Footnote: For 1,071 students in the transcript study, no addresses were available. Of the 13,352 students sent the questionnaire, 1,947 were returned undeliverable.

I feel that my high school training was excellent. I do not think that any other high school could have provided me with better training than what I received.

ROP program was very helpful to me. I learned enough during my 12th grade to get a job in July '83. It enabled me to skip college; to have a career without going to school. I'm very happy and I'm going back to work in August '84 after having a son.

My high school hasn't helped me at all. I feel it has a poor educational program. Who can learn with no homework to do. Most teachers could care less!

I felt that my high school experience was exceptional. However, based on work from others coming out of different high schools, I feel that more efforts should be placed on improving high school curriculum.

I think that there should be more challenging classes and more pressure put on people to learn to write correctly. As you can see, I have a hard time writing and spelling. I can't handwrite at all.

1 *Reflections on High School*

THE members of California's 1983 high school graduating class who responded to the Commission's survey offered many ideas about school, ranging from suggested changes in high school programs to thoughts on the adequacy of their preparation and tributes to individuals who had been helpful to them in planning their post-high school career.

Suggested changes

Of all the graduates who responded to the question, "If you could change one thing to improve your high school experiences, what would you have changed and why?" most responded that they would have made changes in their own behavior. For example, among those who answered this question, 51 percent would have developed better study habits or gotten more involved in school activities, and another 8 percent would have taken more rigorous courses.

The remaining 41 percent would make changes in the school. They less frequently criticized school personnel than particular services, but 14 percent mentioned getting better personnel while 27 percent mentioned improving services.

As might be expected, the respondents differed in their recommendations according to whether or not they attended college, what type of institution they attended, and even whether they were enrolled full time or part time. Display 1 on page 4 shows that the group most self-critical of its study habits was the Community College students -- specifically, 50 percent of those enrolled for one to five credits, 43 percent of those enrolled for six to 11 credits, and 41 percent of those enrolled full time.

Quality of preparation for post-high school activities

Of all the respondents, 78 percent felt that their high school courses provided good preparation for their post-high school activities. Among the respondents who had enrolled full time in college, four out of five felt high school gave them good preparation for college, with slightly more students agreeing who were attending independent institutions (83.5 percent) than the University of California (78.1 percent), the California State University (78.4 percent), or the Community Colleges (74.5 percent). Among part-time students -- many of whom were also working part time or full time -- only about two-thirds considered their high school preparation to have been good.

Display 2 shows how the students responded to this question as well as to those regarding the nature of their program, the importance of homework in learning, their competence in basic skills, and their sense that their grades reflect their actual achievement.

In terms of eligibility to enroll in the University or State University, 84 percent of those eligible to attend the University considered their high school

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Rules governing conduct/information from military recruiters should be set. Approximately 90 percent of what I was told was false!

High school needs to emphasize math and science much more!

My high school counselor was no help in helping me -- period! I learned very little in high school except for a few teachers who were excellent! Such as Mr. M . . . . . ; he was fired!!

Not having a strong mathematics background has been a disadvantage to me in college. I regret not taking more math courses in high school.

DISPLAY 1 Respondents' Opinions About High School, by Segment of Attendance in California Postsecondary Education, Spring 1984

	University of California		The California State University		Independent Institutions		California Community Colleges		
								Part Time	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	1-5 Units	6-11 Units
N =	(427)	(23)	(451)	(37)	(196)	(9)	(614)	(99)	(244)
Percentage whose high school experience would have been improved if these personal or school changes had been made:									
Personal Changes									
More Rigorous Courses	7.3	13.0	8.4	5.4	8.7	0	5.2	5.1	5.7
Better Study Habits, School Involvement	36.8	34.8	39.7	35.1	35.7	11.1	41.4	49.5	42.9
School Changes									
Better Personnel	8.7	8.7	10.6	8.1	10.7	22.2	9.6	5.1	13.5
Better Services Rendered	28.8	30.4	20.8	27.0	21.4	33.3	22.5	20.2	17.1
Major influence or source of information in students' past high school activity:									
Relatives or Peers	12.9	8.7	8.9	8.1	5.1	--	10.6	8.1	10.2
High School Personnel	46.6	47.8	62.1	59.5	55.6	66.7	65.5	68.7	67.8
College Personnel	39.1	39.1	27.5	24.3	38.3	33.3	22.1	18.2	19.2
Out of class activities that influenced students' decisions about post-high school activity:									
Sports and Subject Area Clubs	14.3	13.0	13.1	13.5	15.3	11.1	10.9	6.1	8.2
Out of School Clubs, Church Activities	4.2	8.7	6.4	2.7	10.7	11.1	6.0	6.1	8.2
College Sponsored Activities	2.8	--	2.2	--	1.5	--	2.0	2.0	0.8
Work or Work Training Programs	13.6	13.0	15.1	35.1	16.3	11.1	16.6	21.2	11.1
Other	15.5	8.7	14.4	10.8	17.3	--	12.7	15.2	14.3
N =	(423)	(22)	(442)	(36)	(196)	(9)	(597)	(96)	(233)
Percentage who took a college-preparatory curriculum	80.5	78.3	70.8	59.5	81.5	55.6	52.5	35.4	35.2
Percentage whose school courses gave good preparation for college	78.1	59.1	78.4	75.7	83.5	66.7	74.5	67.7	64.3
Percentage for whom homework was an important part of their high school learning	74.4	47.8	73.6	50.0	70.7	55.5	64.4	67.4	57.5
Percentage who felt very or somewhat competent in these basic skills:									
Reading	91.8	87.0	87.4	81.4	91.8	88.9	88.7	82.9	88.2
Writing	80.3	60.9	79.5	83.8	87.7	88.9	79.8	78.8	77.5
Mathematics	84.7	78.3	77.1	83.3	77.3	77.8	70.6	70.4	64.8
Science	71.7	82.6	71.2	75.6	74.9	62.5	60.9	50.5	54.5
Percentage who felt their high school grades reflected their achievements accurately	79.3	59.1	72.4	64.9	79.3	88.9	65.7	69.8	66.9

Source: California Postsecondary Education Commission.

courses as good preparation, compared to 75 percent of those eligible for only the State University, and 58 percent of those eligible only for Community College.

In terms of ethnicity, the Asian respondents were more positive about their preparation than were other students.

Sources of information and influence

More graduates cited their high school teachers and counselors as their major source of information about possible post-high school activities than cited anyone else, including relatives, employers, and college representatives. Among the total group of respondents, 1,411 mentioned teachers in this regard, and 1,390 mentioned counselors. Yet parents remained the major influence on students' choice of activity after high school, with 1,044 mentioning them as most influential.

Considerably, more of those attending the University or independent institutions indicated being influenced by college representatives than did those attending Community Colleges or the State University.

Influential extracurricular activities

Considerably more of the graduates indicated that they had been influenced in their decisions about post-high school activities by their participation in high school sports, subject-area clubs, employment, and work-training programs than out-of-school clubs, church activities, or college-sponsored activities.

The only distinctive differences among these responses regarding extracurricular activities that are evident from Display 1 are a larger than usual percentage of students attending independent institutions who were influenced by out-of-school clubs and church activities, and a larger-than-usual percentage of part-time Community College students who were influenced by work or work-training programs.

Across all segments, more full-time students than part-time students were positive in their rating of the non-work items; and across the public segments, more of those attending the University were positive than State University students, with Community College students least positive of all.

Type of program

Among all respondents, 52 percent had enrolled in an academic or college-preparatory program during high school, compared to 44 percent who took general studies, 4 percent who specialized in vocational or technical subjects, and 1 percent who chose another option.

More full-time students in independent institutions and the University of California took a college-preparatory curriculum in high school (82 and 81 percent, respectively) than in the California State University (71 percent) or the Community Colleges (53 percent). At the extreme, only 35 percent of the part-time students in the Community Colleges took a college-preparatory program.

In terms of eligibility, 85 percent of the University-eligible students had taken a college-preparatory program, compared to only 60 percent of the State University-eligible students and 28 percent of the Community College eligible students. Among the

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I goofed off a lot in school so that by the time college work came, it hit me like a bomb. I never thought I'd see the day that I actually wished I'd been more prepared!

High school did not prepare me enough for college, it was a real shock. I did not have to study in high school so it was hard to start good study habits at college.

It's strange how in high school some teachers are complete professionals while others are complete jokes. For example: Some teachers assign massive homework and take their job home with them and will tutor you after class hours while others could care less or don't have a clue as to what's going on.

University-eligible students, Black respondents were 20 percent less apt than their peers to have taken a college-preparatory track. Among State University-eligible students, on the other hand, Black respondents were 30 percent more likely to have done so than their peers, with Hispanic and Asian respondents at the other extreme.

Importance of homework

Among all respondents, 70 percent agreed with the statement that "homework was an important part of my high school learning experience." Among full-time students in all segments, fully 70 percent or 1,294 agreed -- but some 30 percent disagreed. The Community Colleges enrolled the lowest share of full-time students (64.4 percent) who perceived high school homework as an important part of their learning, but more part-time students in the Community Colleges thought it important than did their part-time counterparts in the other segments.

In terms of eligibility for admission, 75 percent of the University-eligible graduates were positive with regard to the importance of homework, compared to 66 percent of the State University-eligible students, and 57 percent of the Community College-eligible students.

Across all three eligibility groups, Asian respondents (including Filipinos) were more positive in their assessment of homework than were their classmates.

Sense of competence

More of the respondents felt competent in their reading and writing skills than in their mathematics and science skills upon graduation from high school. This was true as well among those who went on to college or university, with the lone exception of the relative rating of writing and mathematics competence among University of California students. In general, students at the University and the independent colleges and universities felt most competent in basic skills followed by those at the State University and, finally, the Community Colleges.

Accuracy of grades

Among all respondents, 1,458 or 44 percent agreed with the statement, "My high school grades accurately reflected my achievements." Among those attending college full time, the highest level of agreement occurred among students at the University and independent institutions (79.3 percent each), in contrast to 65.7 percent at the Community Colleges.

Some 82 percent of the University-eligible respondents felt their high school grades accurately reflected their true achievement, compared to 70 percent of the State University-eligible graduates and 45 percent of the Community College eligibles. No discernible pattern appeared across ethnic groups regarding the accuracy of grades.

High school safety

Encouragingly, a large number of the respondents felt their high school campus had been safe: 92 percent of all respondents, 96 percent of the University-eligible respondents, 92 percent of those eligible to attend the State University, and 86 percent of those eligible only for Community Colleges.

I had a very bad experience in high school getting bad grades, and not getting involved in school activities. I really learned nothing that I am using now. In college I'm getting better grades. I'm learning what I need to learn and I have a very good job. I feel that high school could have offered more of a variety than it did.

From my experiences, I haven't learned anything new in high school that I haven't already learned in junior high. Another thing, they should do something about penmanship. The way people write these days is terrible. They should find some new ways of making the basics more interesting. One last note, for someone who just graduated I feel as though I am very stupid.

2 *Life Goals and Educational Expectations*

Respondents' life goals

Among the 13 goals listed in Display 2 on page 8, all but three were assigned at least some importance by 95 percent or more of the respondents. The three exceptions were the two goals of having children and giving them better opportunities, which only 85 percent considered important, and the goal of community leadership, which was ranked important by only about two-thirds of the respondents.

The degree of importance of the 13 goals ("very important" compared to "somewhat important") varied broadly from item to item. The three items rated "very important" by almost 90 percent of the respondents were that of career or job success and those dealing with personal relationships -- the right mate and strong friendships. Between 70 and 80 percent considered a handful of items very important -- among them, educational attainment, family ties, leisure time, spiritual development, and steady work. Financial success and social/economic/environmental improvement were considered "very important" by only 55 to 65 percent, and no more than 15 percent judged community leadership as "very important." In general, group-oriented goals involving the environment, community, and children did not fare as well as individual goals, although this pattern may be inherent in responses to this type of question, where individual goals appear more vivid.

Across segments, the responses of the students attending the University of California stand out on several sets of questions. The percentage that rated enjoyable leisure time and spiritual development as "very important" was high compared to any other group, despite the religious affiliation of some independent institutions. In contrast, their rating of "security" considerations such as financial success and steady work was the lowest of any group. They were also extreme in their low rating of the importance of having children and (perhaps consistently) providing better opportunities for them.

The students attending independent institutions full-time distinguished themselves by having a greater percentage rating of "bonding" goals, such as right mate, strong friendships, and close family ties, higher than any other group.

Educational expectations

The educational aspirations of the respondents are summarized in Display 3 on page 9. As can be seen, among all of the respondents, 88 percent wanted to complete at least some college, 72 percent sought the bachelor's degree, and 43 percent hoped to attain a master's or higher degree.

Even among the graduates who did not enroll immediately in college, a significant proportion hoped eventually to attend college For example, among those who were employed in civilian jobs, 85 percent planned on at least some college, as did 80 percent of those in the armed forces, and fully 90 percent of those who considered themselves unemployed.

My goals for the present and next few years will be, primarily, obtaining enough training and knowledge for a good-paying and solid job!

I plan to make my first million at 28!

I am getting married in May of 1985. I plan to hold down two part-time jobs during this time. I do not wish to continue with school. I want to be a good wife, homemaker and still be able to work (part time). At this time, I have no special desire to have a career. Just a job that pays well with benefits is sufficient for me.

My goal is to take cooking classes and go to a school for cooking. Then hopefully, become a chef.

DISPLAY 2 *Respondents' Life Goals by Segment of Attendance in California Postsecondary Education, Spring 1984*

	University of California		The California State University		Independent Institutions		California Community Colleges		
								Part Time	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	1-5 Units	6-11 Units
N =	(412)	(22)	(438)	(37)	(188)	(8)	(604)	(239)	(97)
Educational and Community Goals									
Educational Attainment									
Very Important	74.9	65.2	67.5	54.1	64.4	75.0	69.2	53.6	62.1
Somewhat Important	23.2	30.4	30.9	45.9	32.5	25.0	28.7	44.3	35.8
Community Leadership									
Very Important	13.3	4.3	14.0	8.1	14.6	22.2	12.2	12.2	5.0
Somewhat Important	47.0	43.5	50.6	35.1	52.6	55.6	43.2	50.0	52.3
Improve Social, Economic, or Environmental Conditions									
Very Important	52.6	47.8	57.6	59.5	53.9	88.9	58.6	64.6	57.7
Somewhat Important	40.8	47.8	36.3	29.7	40.3	11.1	36.3	31.3	36.9
Personal Life Goals									
The Right Mate									
Very Important	85.6	91.3	86.2	86.5	89.1	77.8	83.9	81.8	82.6
Somewhat Important	11.6	4.3	10.6	13.5	8.8	22.2	13.6	17.2	15.3
Strong Friendships									
Very Important	91.0	87.0	88.8	89.2	93.3	77.8	81.1	81.8	80.2
Somewhat Important	7.5	13.0	11.0	10.8	5.7	22.2	16.4	16.2	17.8
Close Family Ties									
Very Important	75.2	78.3	78.9	67.6	80.2	100.0	73.6	66.7	73.6
Somewhat Important	21.7	21.7	17.9	29.7	18.8	--	23.1	30.3	23.6
Having Children									
Very Important	46.4	52.2	50.6	35.1	56.8	55.6	42.8	47.5	41.7
Somewhat Important	35.3	34.8	35.3	43.2	32.3	22.2	38.4	37.4	39.3
Enjoyable Leisure Time									
Very Important	79.6	87.0	74.7	73.0	73.4	44.4	68.2	73.5	71.0
Somewhat Important	19.0	13.0	24.0	24.3	24.5	55.6	28.8	22.4	27.4
Spiritual Development									
Very Important	79.6	87.0	74.7	73.0	73.4	44.4	68.2	73.5	71.0
Somewhat Important	19.0	13.0	24.0	24.3	24.5	55.6	28.8	22.4	27.4
Career and Achievement Goals									
Career or Job Success									
Very Important	87.7	73.9	90.4	89.2	85.6	77.8	87.7	88.9	87.6
Somewhat Important	11.6	26.1	8.9	10.8	13.4	22.2	12.1	10.1	12.0
Financial Success									
Very Important	55.5	54.5	58.5	67.6	65.5	55.6	62.6	74.7	65.7
Somewhat Important	40.8	40.9	38.4	29.7	29.4	44.4	35.1	24.2	32.2
Steady Work									
Very Important	68.5	52.2	76.2	78.4	72.0	77.8	77.4	78.8	83.9
Somewhat Important	28.7	43.5	21.6	18.9	24.9	22.2	21.1	21.2	14.9
Better Opportunities for My Children									
Very Important	48.5	52.2	58.0	62.2	53.2	88.9	60.6	75.8	66.9
Somewhat Important	38.6	30.4	34.5	29.7	35.6	--	30.6	20.2	28.9

Source: California Postsecondary Education Commission.

DISPLAY 3 Highest Level of Education That Respondents Expect to Complete, by Major Activity and by Segment of Attendance in California Postsecondary Education, Spring 1984

Expected Level of Education	All Respondents	Enrolled in College	Employed	Military Service	Unemployed
High School Graduation	2.2%	0.0%	4.4%	7.4%	1.6%
Vocational/Trade School or Some College	17.0	16.3	20.5	23.5	11.3
Bachelor's Degree	28.2	30.3	25.9	22.2	27.9
Master's or Higher Degree	43.3	45.0	38.3	34.5	51.2
Don't Know	9.1	8.3	10.8	12.4	8.0

	University of California		The California State University		Independent Institutions		California Community Colleges		
	Full	Part	Full	Part	Full	Part	Full	Part Time	
Expected Level of Education	Time	Time	Time	Time	Time	Time	Time	1-5 Units	6-11 Units
	(401)	(23)	(433)	(36)	(183)	(9)	(578)	(225)	(91)
High School Graduation	0.0%	0.0%	0.5%	0.0%	0.0%	0.0%	0.7%	2.2%	0.9%
Vocational/Trade School or Some College	1.1	4.3	2.1	13.9	3.3	0.0	14.5	42.9	28.4
Bachelor's Degree	23.7	26.1	43.2	36.1	26.8	33.3	34.1	15.4	25.8
Master's or Higher Degree	68.8	52.2	50.1	44.4	61.2	66.7	43.1	27.5	29.3
Don't Know	6.2	17.4	4.2	5.6	8.7	0.0	7.6	12.1	15.6

Source: California Postsecondary Education Commission.

As might be expected, the respondents' expected level of education varied by segment of attendance and part-time/full-time status. Display 3 shows that of those enrolled full time, the largest percentage who expected to earn a master's degree or higher were attending the University (69 percent), while the second largest were enrolled in independent institutions (61 percent). Among Community College students, 14 percent expected to complete only vocational or trade preparation or "some college," yet a substantial share of this group (77 percent) expected to earn at least a bachelor's degree while another 43 percent expected to earn a master's or higher degree. Even among those taking less than six units in the Community Colleges, 43 percent expected to earn a bachelor's and 27 percent a master's or higher degree.

I find myself confused when I'm working, to think about quitting my job to move on to college. I know I'll do it one day, but it scares me to think about it.

Having taken a semester off from school and working instead, I have come to the realization of how important an education is to me, not only in the job market, but in the self-fulfillment it will give me in having achieved something positive in my life. I plan on returning to college next fall with the hopes of learning something useful.

I got a job recently and I'm saving money to go to a vocational school. Things are very tough and I want to finance my own studies. My dad already put four of my six brothers through colleges and universities and I want to give him a break. I think I'm old enough (19) to take care of myself.

My goal is to go back to college in August of 1985 or the fall semester of 1985. My major will be Pre-Nursing. There I plan to get my RN degree.

I took the ROP program for Cosmetology. I became a beautician before finishing high school. So I think Regional Occupation Program is very helpful for students. It helps them start their career earlier.

One of my main goals are to serve at least two years in the service (Marines). But then I want to finish college and get my AA degree. I'm undecided on what to do. If I stay and go to college it's hard cause I work on and off sometimes days or nights, and my parents really doesn't want me to join the Marines.

My career goal right now is to work with children as an Instructional Aide or other. I would eventually like to work with deaf kids in which I will start my training September, 1984. And maybe someday build my own school for the hearing impaired.

Presently I am a sophmore in college, now attending UCSB summer program. I plan to further my education there. I have fairly strong knowledge in the business field and plan to do vocational law work at UCSB along with my educational studies.

I have just completed a year of study at El Camino Community College with a goal (major) in Police Science. I will go one more year and finish my police classes, then I intend to go into police work and specialize in SWAT.

I am attending Sacramento City College with a GPA of 3.47. My major is Engineering and I plan to transfer to UC Davis, UOP, or San Luis Obispo where I will continue my upper division work in Electrical Engineering. I work 20 hours a week at Wells Fargo to meet my college expenses.

I am now attending a community college. Upon receiving my A.S. (I'm also working towards a transfer to a four-year university), I plan to enter the military. After my discharge I plan to return to a university to complete my education and receive a B.S. in Criminology.

I got a job recently and I'm saving money to go to a vocational school. Things are very tough and I want to finance my own studies. My dad already put four of my six brothers through colleges and universities and I want to give him a break. I think I'm old enough (19) to take care of myself.

I really owe a lot to my ROP teachers. They helped me so much. If it wasn't for them, I don't know what I would of done or what I would be doing. I'm now an esthetician. I plan to go back to school to become a nurse; to help people. My ROP teachers are agents for modeling. They helped me and gave me a job. I've been in pageants, two magazines, and two hair shows where I placed 1st and 2nd

I was allowed to teach pre-school in a private nursery school with very little qualifications. This was during the summer of 1983. Working is the best experience. Because of this job I transferred from U.C. Santa Barbara to Fresno State to become a teacher.

I started working on the retail-photo business back in 1980, a friend of the family hired me. That is where I gained all of my knowledge in sales. My future goals are to finish school and work as a Sales Marketing agent for a company such as IBM, Canon, or any other major electronic manufacturer.

My high school education was very thorough although I do believe there should be more required reading ESP classes. Many people were not prepared for all the required reading in college. My experience as a P.R. person and a cashier was a great help in giving experience and helping with my career decision, much less giving me a new set of friends and a chance to meet more people. I plan to get a B.S. and then continue on for a M.B.A and get into accounting.

I would like to make my career in Diesel and Heavy Equipment Repair/Mechanic. It would take a large amount of training and experience and some mechanical work. I have experience in repairing automobiles and working with different hand tools and power tools. That is my goal for my future career once I start enrolling in this special training.

I plan to be an actress. Unfortunately, it is quite difficult to make money as an actress unless you get lucky. So I have to work in uninteresting jobs until I find a show.

3 Post-High School Activities

OF the 3,728 respondents to this portion of the Commission's survey, 2,516, or 67 percent, reported that their primary activity in the spring of 1984 was postsecondary education, either in state or out of state. The fact that the Commission's first follow-up survey found that 75 percent of the respondents in Fall 1983 were engaged in postsecondary education indicates an overall attrition rate of some 11 percent between fall and spring -- a rate consistent with the expected pattern of first-year attrition for college-goers.

Overall, 33 percent of the respondents were not involved in any form of postsecondary education in Spring 1984. Slightly more than half of these respondents reported that they were employed in civilian jobs and not attending school or college. Four percent of the respondents characterized themselves as unemployed. Those serving in the armed forces constituted the smallest share of the total group -- 2 percent. The remaining 8 percent reported that they were engaged in other activities, which ranged from homemaking and church-related service to travel and other recreation.

Respondents not attending college

Of the 1,212 respondents not enrolled in college, their activities differed considerably between those who were eligible to attend the University of California or the California State University and those who were not. For example, the majority of the eligible respondents who were not not enrolled characterized their major post-high school activity as "other," compared to fewer than one in 15 of the ineligible respondents not enrolled.

Military service

As can be seen in Display 4 on page 11, of the 65 respondents who were in the military in Spring 1984, 56 were men and nine were women. The majority of them -- 52 (or 80 percent) -- were ineligible to attend the University or State University. Of the remaining 13, eight were eligible for the State University and five were eligible for the University. Among the ineligible respondents, men enlisted at a rate ten times higher than women.

Civilian employment

Seven hundred and sixty of the respondents were employed in the civilian sector -- 434 women and 272 men. More than two-thirds of the ineligible respondents who were not attending college were employed, compared to only one-third of the eligible respondents who were not enrolled.

Unemployment

Of the 142 respondents who reported being unemployed or not involved in any other activity, 107 were women and only 35 were men. The ineligible respondents experienced more unemployment (7 per-

Disgusted with college so enlisting in Navy. High school prepared me well enough to obtain position in the prestigious Nuclear Field Program.

When I graduated from Camarillo High, I went to work as a drywaller. Not a good job, but I wanted to see what it was like to work and see if I liked it. I soon found out I didn't. So I enrolled at a community college. Now after one year out of school I am selling water purifiers and soon life insurance and investments for middle class people. I make roughly $2,000 a month.

I have a wonderful job now. I'm in outside maintenance marketing. (No thanks to Granite Hills High School!) I learned nothing the last year of high school. I feel they need to train young people for the world & what it will be like once they're on their own.

DISPLAY 4 Respondents' Major Activity in Spring 1984, by Eligibility Status and Sex

Activity	Eligible to Attend the University of California			Eligible to Attend the California State University			Ineligible to Attend Either University			All Respondents		
	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women
	N = (971)	(392)	(579)	(1,031)	(374)	(657)	(1,726)	(696)	(1,030)	(3,728)	(1,462)	(2,266)
Attending the University of California												
Frequency	365	162	203	63	30	33	19	8	11	447	200	247
Percent	37.6	41.3	35.1	6.1	8.0	5.0	1.1	1.1	1.2	12.0	13.7	10.9
Attending the California State University												
Frequency	188	63	125	234	89	145	66	29	37	488	181	307
Percent	19.4	16.1	21.6	22.7	23.8	22.1	3.8	4.2	3.6	13.1	12.4	13.5
Attending a Community College												
Frequency	119	32	87	256	88	168	597	256	341	972	376	596
Percent	12.3	8.2	15.0	24.8	23.5	25.6	34.6	36.8	33.1	26.1	25.7	26.3
Attending an Independent Institution												
Frequency	114	41	73	53	15	38	41	14	27	208	70	138
Percent	11.7	10.5	12.6	5.1	4.0	5.8	2.4	2.0	2.6	5.6	4.8	6.1
Attending a Trade or Vocational School												
Frequency	10	6	4	39	11	28	180	65	115	229	82	147
Percent	1.0	1.5	0.7	3.8	2.9	4.3	10.4	9.3	11.2	6.1	5.6	6.5
Attending an Out-of-State Institution												
Frequency	95	47	48	38	16	22	39	16	23	172	79	93
Percent	9.8	12.0	8.3	3.7	4.3	3.3	2.3	2.3	2.3	4.6	5.4	4.1
Serving in the Armed Forces												
Frequency	5	3	2	8	6	2	52	47	5	65	56	9
Percent	0.5	0.8	0.3	0.8	1.6	0.3	3.0	6.8	0.5	1.7	3.8	0.4
Employed in a Civilian Job												
Frequency	22	11	11	122	42	80	562	219	343	706	272	434
Percent	2.3	2.8	1.9	11.8	11.2	12.2	32.6	31.5	33.3	18.9	18.6	19.2
Unemployed												
Frequency	5	2	3	18	4	14	119	29	90	142	35	107
Percent	0.5	0.5	0.5	1.8	1.1	2.1	6.9	4.2	8.7	3.8	2.4	4.7
Engaged in Another Activity												
Frequency	48	25	23	200	73	127	51	13	38	299	111	188
Percent	4.9	6.4	4.0	19.4	19.5	19.3	3.0	1.9	3.7	8.0	7.6	8.3

Source: California Postsecondary Education Commission.

cent) than did the eligible respondents (1 percent), and women reported twice the unemployment rate of men (9 percent versus 4 percent). Only 2 percent of the State University-eligible respondents reported that they were unemployed, as did one-half of 1 percent of the University-eligible respondents.

Other activities

Of the 299 respondents who reported engaging in other activities, 188 were women and 111 were men. Two-thirds of them were eligible to attend the State University, and nearly one-sixth were eligible to attend the University.

Postsecondary enrollment and eligibility

Rates of college going clearly vary by eligibility status: In Spring 1984, fully 92 percent of the University-eligible students were engaged in postsecondary education, as were about two-thirds of the State University-eligible students, and only 55 percent of the others. This pattern of attendance is consistent with that revealed by the initial survey of graduates' activities during Fall 1983. Displays 5, 6, and 7 on pages 14-16 contrast the Fall 1983 activities with the Spring 1984 activities of University-eligible respondents, State University-eligible respondents, and ineligible respondents, respectively. As Display 5 shows for the University-eligible respondents, the 7 percentage-point combined drop in the Community College and vocational school groups between fall and spring was counterbalanced by gains in the "not enrolled" group and by marginal increases in the percent attending senior segments other than the State University. (As noted earlier, only 8 percent of the University-eligible respondents were not enrolled in Spring 1984, but this compares with only 3 percent not enrolled the previous fall.)

The pattern for the State University-eligible students depicted in Display 6 differs from that for the University-eligible group both in Fall 1983 college going and in shifts from Fall 1983 to Spring 1984. The percentage of this eligibility group in attendance did not increase for any segment, and the fraction attending the State University or the Community Colleges had dropped to less than one-half by spring -- a shift that can only be traced to the more than one-third who were not enrolled anywhere in spring. This percentage-point growth among those not enrolled contrasts sharply with the University-eligible group.

As Display 7 shows, the pattern for the ineligible respondents suggests a one-for-one exchange between losses in Community College students and those not enrolled. That is, the 16 percentage-point loss in Community College attendance is completely counterbalanced by the 17 percentage-point increase in those not enrolled, which in Spring 1984 accounted for fully 45 percent of the ineligible group. The fraction of this group enrolled in the Community Colleges -- more than half in the fall -- had dropped to barely more than one-third by the spring.

The actual dynamics of the change in activity from fall to spring is more complex than these three displays show. Transfer between the several segments is masked within the two snapshots; yet the overall patterns of attrition evident from the displays should be of interest to everyone concerned with questions of postsecondary success as well as access.

In that regard, one important factor in students' college persistence is their living situation. Nearly half of the University-eligible (49 percent) lived in dormitories, fraternities, or sororities, while only 40

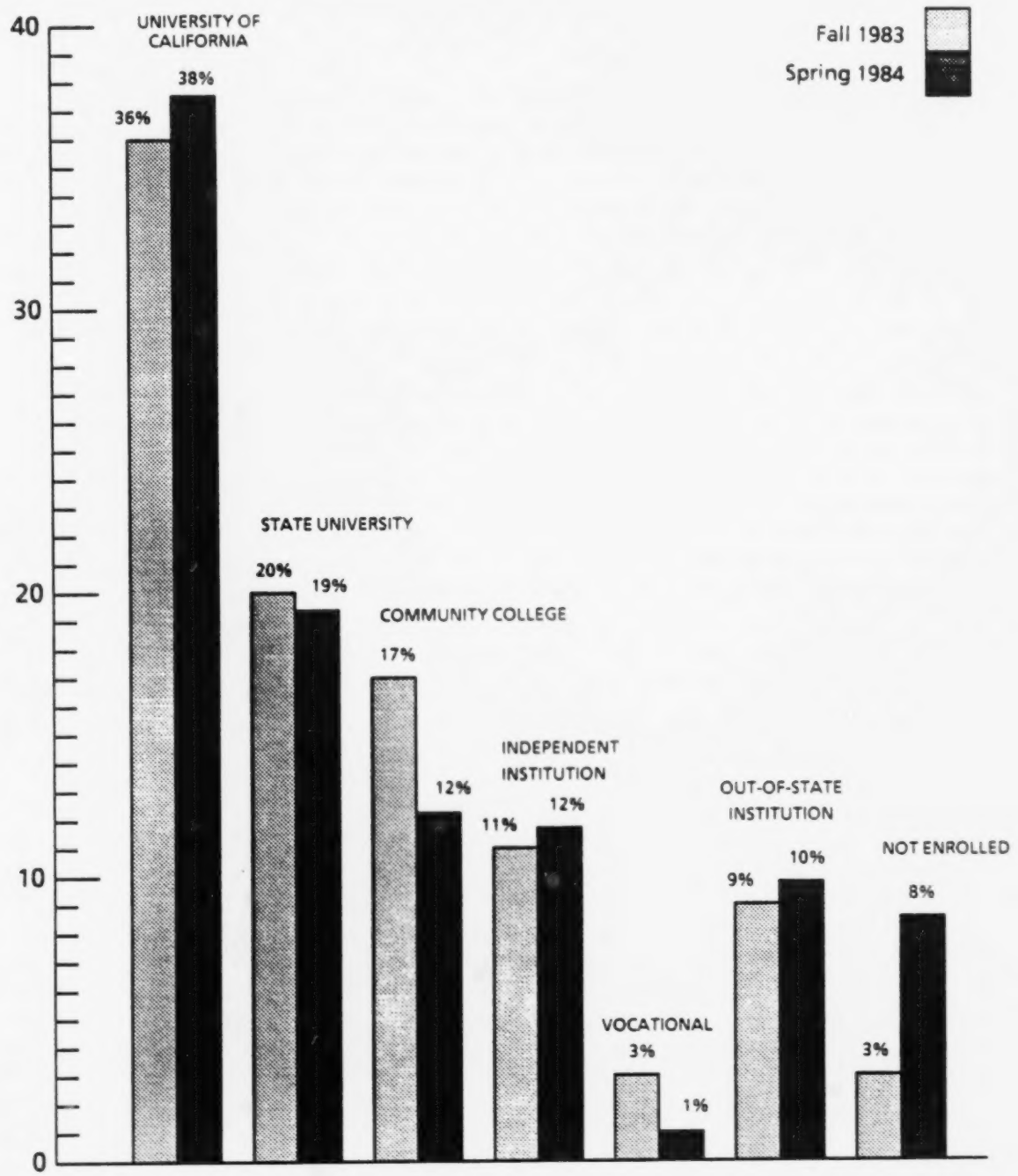
All I have to say is that I hope the cost of tuition does not increase. Fifty dollars is sufficient.

Right now I'm in Dental Assisting. In one or two years, I plan on going back to school for two more years to become a dental hygienist.

I am attending Shasta Community College. At first I did not want to go there, but now I am going to get my AA in General Education. The community college is a wonderful facility and I hope that they will in the future gain more support. I would not trade this experience for anything. The classes, staff, and grounds are excellent.

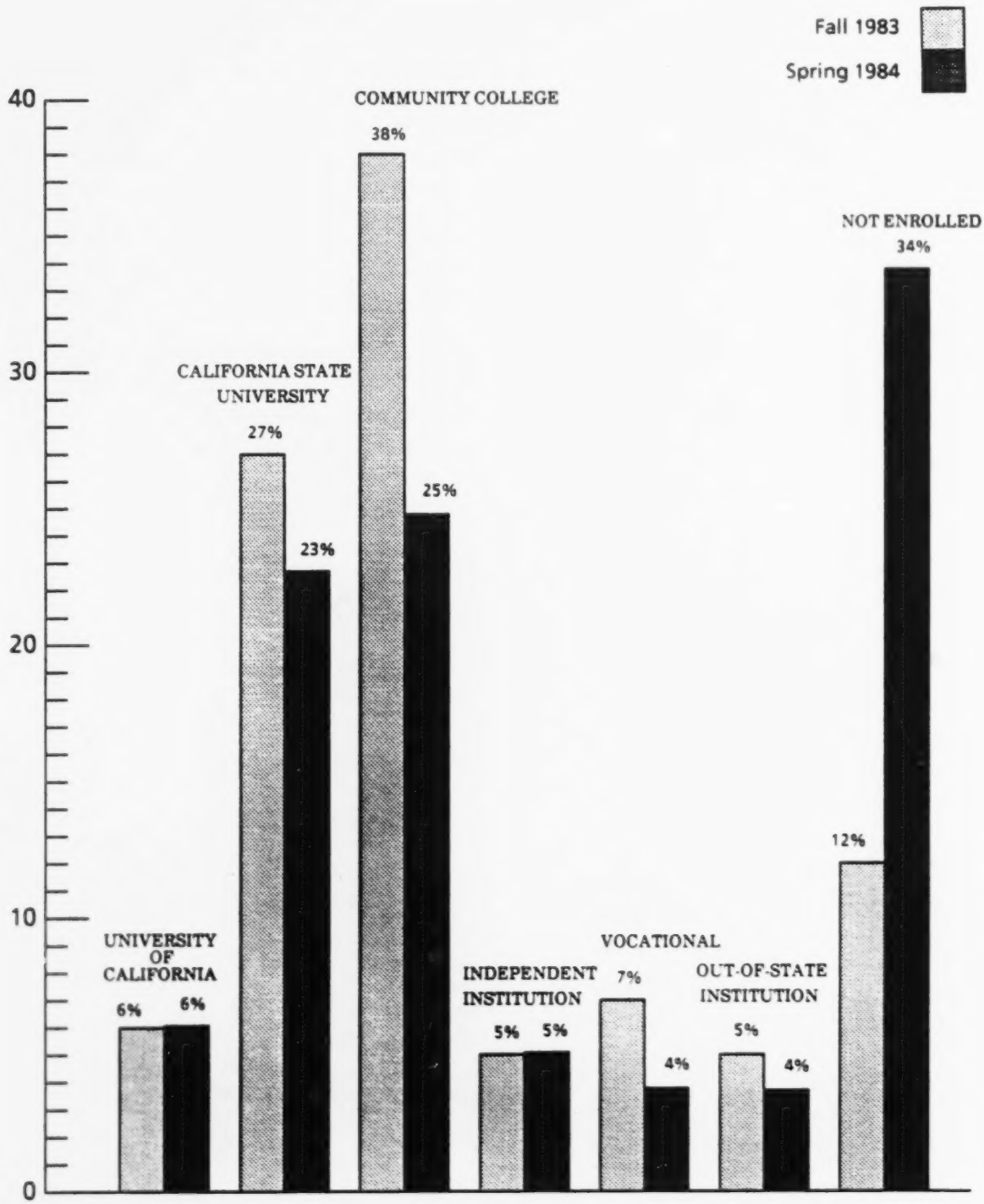
Being in the military is giving me time to decide what I want to do with my life.

DISPLAY 5 *Fall 1983 and Spring 1984 Activities of Respondents Eligible to Attend the University of California*



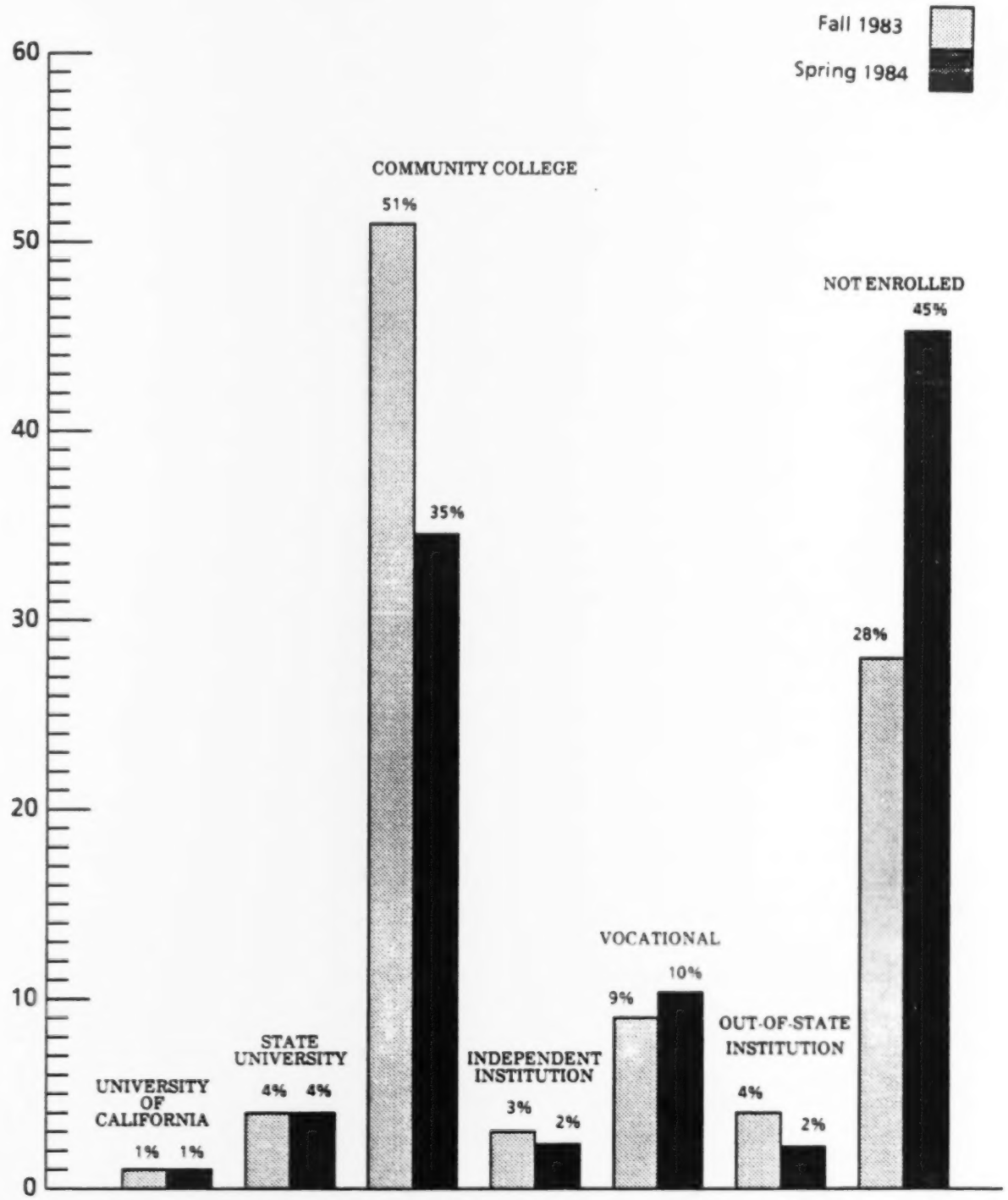
Source: California Postsecondary Education Commission

DISPLAY 6 *Fall 1983 and Spring 1984 Activities of Respondents Eligible to Attend the California State University but not the University of California*



Source: California Postsecondary Education Commission

DISPLAY 7 *Fall 1983 and Spring 1984 Activities of Respondents Eligible to Attend the California Community Colleges but not the University of California or the California State University*



Source: California Postsecondary Education Commission

percent lived in their parents' homes. Among State University-eligible students, however, fully 64 percent lived at home and only 18 percent resided in living groups. Among those graduates ineligible to attend either the University or State University, 74 percent lived at home and only 5.4 percent resided in living groups. Given the documented advantage of a collegiate environment for persistence and achievement in college (Astin, 1979), these differences in living arrangements may account for some of the attrition shown in Displays 6 and 7. California's system of postsecondary education is less residential than those of many other states, and its design may thus maximize access at the expense of success.

Students' family-income status and sources of financial support

As Display 8 on page 18 shows, respondents attending different segments of California postsecondary education were differently distributed among three family income categories: low ($0 to $17,999), middle ($18,000 to $29,999), and high ($30,000 and above). The observed relation of family income level to segment of attendance (progressing down from the University of California to independent institutions, the State University, and the Community Colleges) is not unexpected, given the range of independent institutions attended by respondents.

Display 8 shows that the percent of respondents attending the University full time from high-income families contrasts with those at the Community Colleges 63 percent to 38 percent, with comparable percentages from low-income families being 10 and 22 percent. Differences between full-time and part-time students within each segment were not large.

Display 8 also shows the share of students who relied on family or guardian aid, spouse support, self support, scholarships, grants or benefits, loans, and "other" sources to meet their costs of education. Major differences are evident among the segments in students' use of these sources. The profiles of sources of support for respondents attending the University and the State University are reasonably similar, but the respondents attending independent institutions and Community Colleges are at extreme opposites regarding dependence on loans versus self-support, with many independent institutions and few Community College students relying on loans. A trade-off appears evident between these two sources -- immediate self-support versus deferred self-support. Given the impracticality of immediate self-support for independent-institution students, their recourse to the alternate strategy is understandable.

The largest source of aid for full-time students at the University and State University was self support, but several other sources -- family or guardian aid, scholarships, and loans -- were comparably common. (Because of the large number of comments made by respondents about financial aid, a wide sample of them are reproduced at the end of this paper.)

Relation between eligibility and socioeconomic status

Student-reported parental income and educational attainment is related to eligibility status for the various ethnic groups among respondents. As expected, median parental income is highest ($40,000) for the University-eligible group, intermediate ($32,000) for the State University-eligible group, and lowest ($29,000) for the ineligible group (Display 9, page 19). This same progression by eligibility status ap-

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"Real life" begins the day of high school graduation.

From the time I started working for Hicks Construction in August 1984 to the present I have come from a laborer to my present position as crew foreman. I was the youngest pusher in the Getty oilfields where I worked. I sometimes direct or supervise crews of 25 men or more and very expensive equipment. Most of the men are older than I, some by 40 years. I credit most of my success to my education.

I liked college much better -- the maturity of fellow students and being treated like a "person" and an "equal." The atmosphere was terrific. I hope to continue some day in the future and fulfill my dreams.

I plan to go to Cabrillo College next semester for Business classes, hopefully for four years. I really plan to make something out of myself.

DISPLAY 8 *Respondents' Family-Income Status and Sources of Support to Meet the Costs of Education, by Segment of Attendance in California Postsecondary Education, Spring 1984*

	University of California		California State University		Independent Institutions		California Community Colleges		
								Part Time	
	Full Time (350)	Part Time (17)	Full Time (377)	Part Time (30)	Full Time (157)	Part Time (6)	Full Time (427)	1-5 Units (67)	6-11 Units (147)
Family Income Status									
High	63.1	58.8	46.7	46.7	51.6	66.7	37.9	23.9	34.0
Middle	26.6	29.4	33.2	30.0	32.5	--	40.5	43.3	46.3
Low	10.3	11.6	20.2	23.3	15.9	33.3	21.5	32.8	19.7
Sources of Financial Support to Meet the Costs of Education									
Family or Guardian Aid	20.6	30.4	18.8	35.1	17.9	--	23.9	15.2	27.8
Spouse Support	--	--	--	--	--	--	0.3	--	1.2
Self Support	26.2	26.1	33.3	32.4	10.2	11.1	44.6	51.5	46.9
Scholarships	20.1	8.7	15.3	13.5	19.4	11.1	11.7	3.0	6.5
Grants or Benefits	9.8	21.7	16.4	5.4	9.7	--	11.7	5.1	4.9
Loans	19.0	13.0	12.4	8.1	39.3	66.7	2.4	2.0	3.3
Other	1.9	--	1.1	2.7	1.5	11.1	1.3	1.0	0.4

plies within all ethnic groups so far as the reliabilityof data will allow that analysis. Median parental income for all eligibility groups combined varies by ethnicity, with white respondents highest ($35,000), followed by Asian ($26,000), Black ($22,000) and Hispanic ($19,000).

Display 10 on page 20 shows the same progression by eligibility group for father's educational attainment. Here again the University-eligible graduates are highest, followed by the State University eligible, with the Community College eligible lowest. The same progression across eligibility groups holds for individual ethnic groups. The rank order of the ethnic groups here is the same as that for parental income (white, Asian, Black, and Hispanic), although the Asian respondents finish a very close second to white respondents on this measure.

The pattern for mother's educational attainment shown in Display 11 on page 21 is quite similar to that reported for father's educational attainment, although displaced toward lower attainment. The sole exception to this latter observation is the pattern for the Black respondents, for whom mother's reported educational attainment is actually higher than father's.

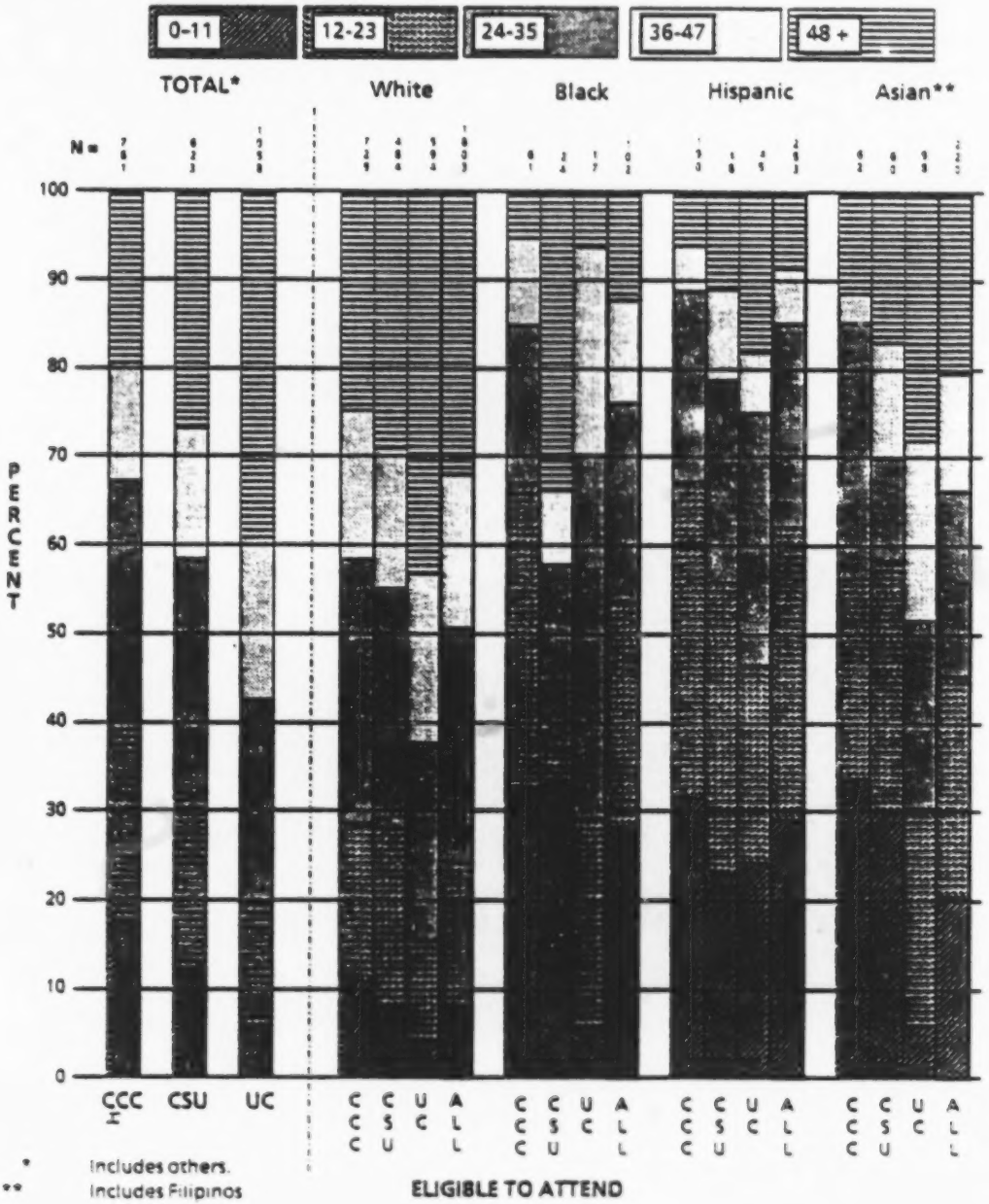
The progression in personal educational aspirations by eligibility group holds in general as well as within each ethnic group (Display 12, page 22). However, the percentages of both Black and Asian respondents who aspire to postgraduate education is higher than of white respondents, breaking with the order observed for the standard socioeconomic measures in the previous three displays.

I feel the reason I excel in college is because of the strong writing skills I obtained in high school. My high school stressed good writing skills above everything else.

I am currently a licensed cosmetologist and I am looking into buying my own hair salon, and my new house with my husband. Thank you for your concern.

I think there should be more programs to help young adults to find part-time jobs so they can continue with education, or college.

DISPLAY 9 Parental Income, Student Eligibility, and Race

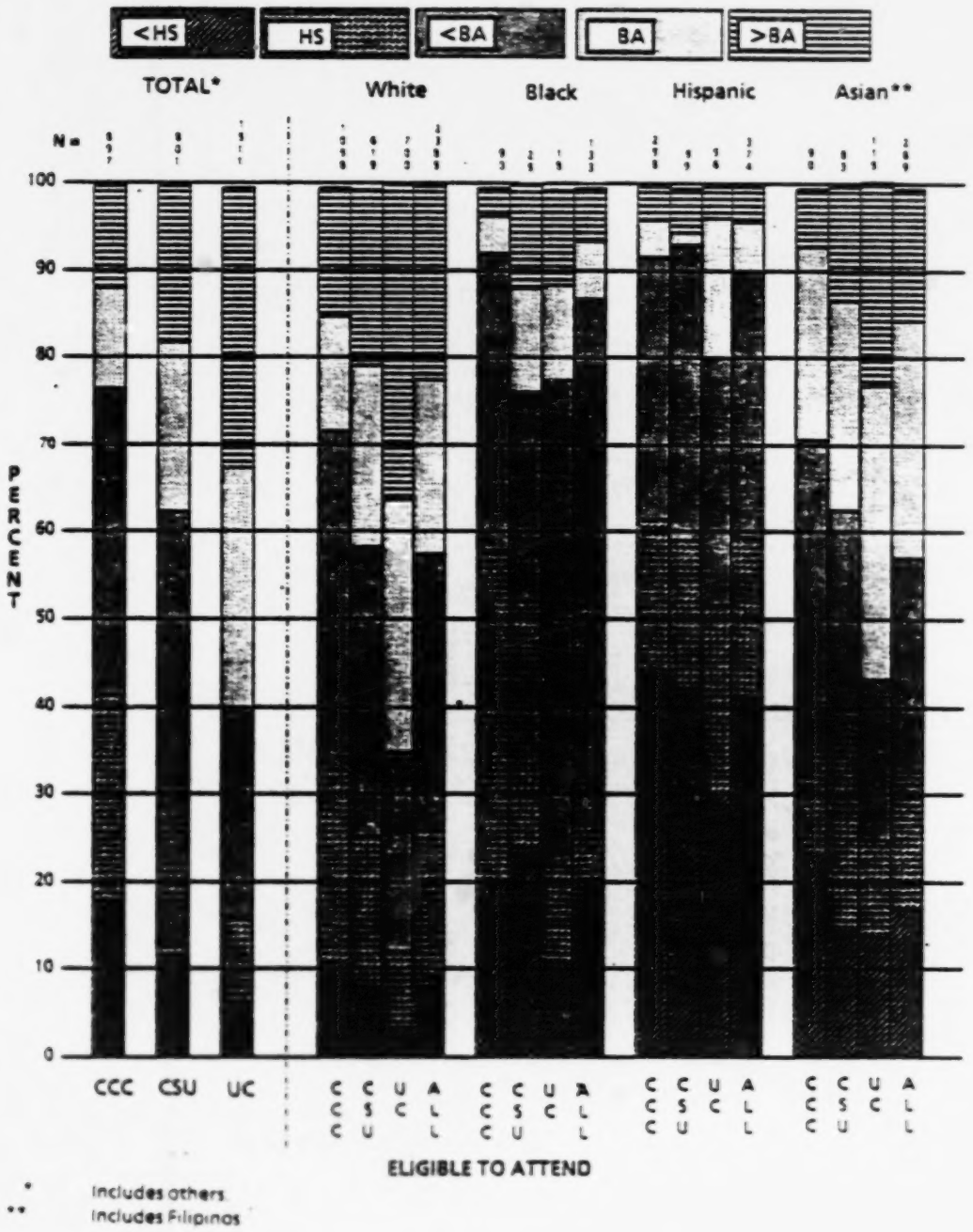


There is one thing I would like to comment on. In my case, I feel that I rushed into college. I wasn't prepared "mentally" for the college experience. In high school, I was a high "B" student, but in college I could barely manage a "C". I hope that later I will be able to prepare myself for college, and give it another try.

I would gladly go to college if I had the money. I'm going to have to go soon because my job advancement depends on it.

I and my parents found it difficult because of the amount of money my dad made I could not get financial aid. I do not think that a tuition should be imposed on community colleges, because it is hard enough for people with money. What about people who don't have that $50.00 to spare?

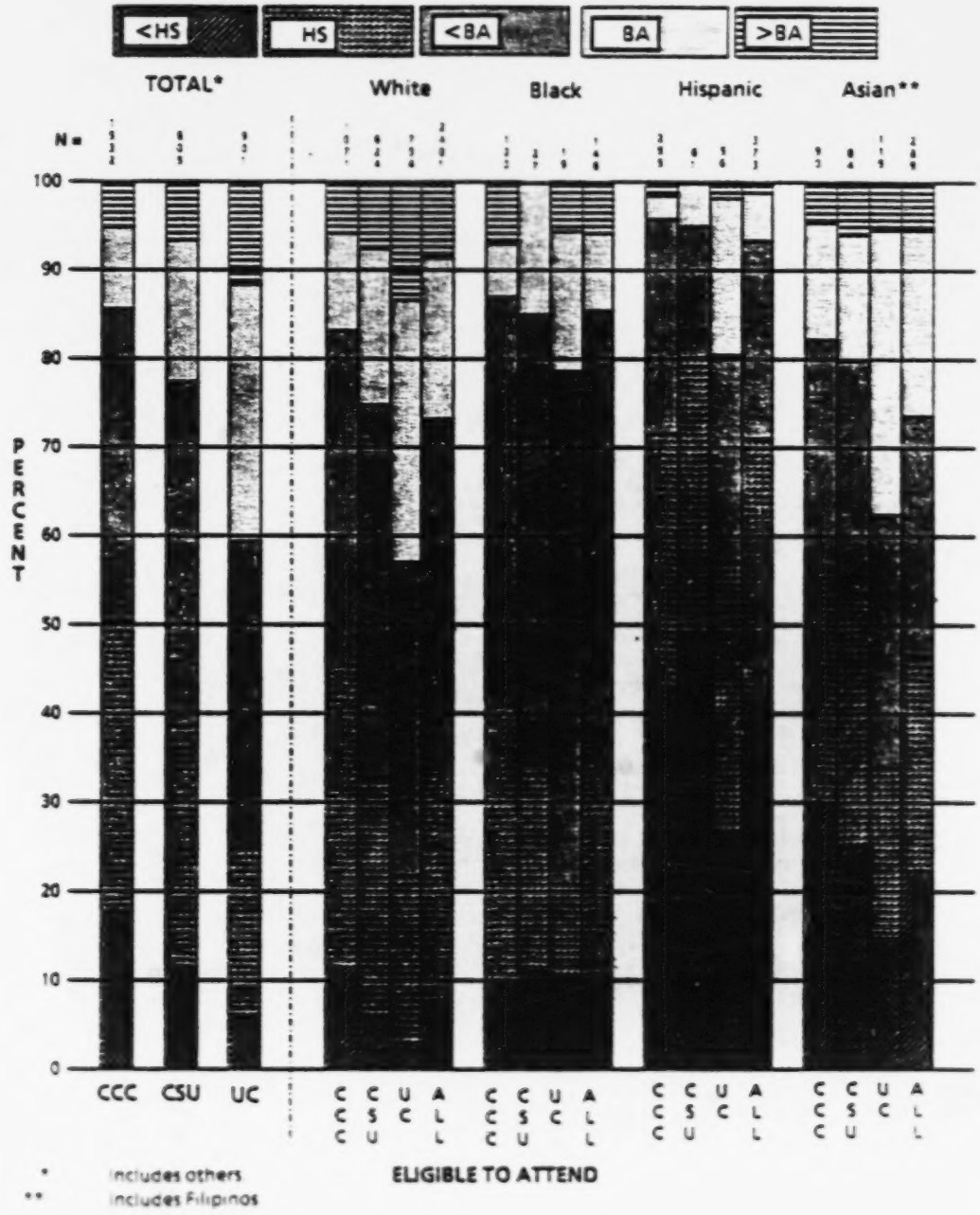
DISPLAY 10 Father's Educational Attainment, Student Eligibility, and Race



I dropped out of college because I felt I couldn't handle it. Since I graduated I've had five jobs. I think I messed myself up by not giving college my best shot.

I am working in an office doing secretarial work and learning everything from bookkeeping to sales, with very little previous experience. It was important to me to find a position that I could get some background in. It's too much pressure for a lot of kids who don't work during high school and don't gain from going to school. They can't possibly make enough to live on and save.

DISPLAY 11 Mother's Educational Attainment, Eligibility, and Race

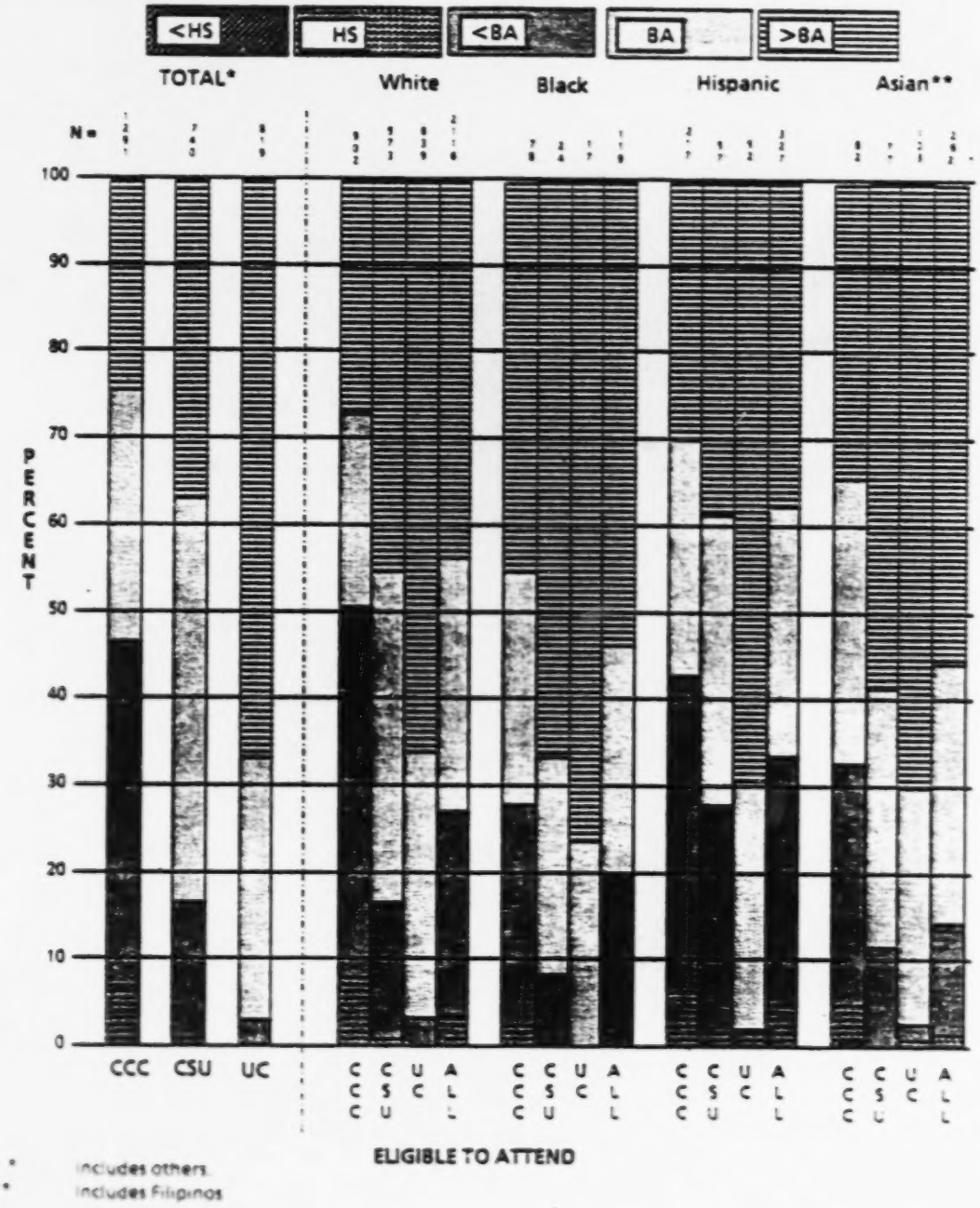


I would not be able to attend college if I were not eligible for financial aid. Financial aid should be available to anyone who is willing to get an education.

I am very displeased with the recent cancellation of badminton from most of the colleges in my area.

I believe that this survey will return misleading results which may be used by politicians to meet their statistical needs. Please don't take the results too seriously.

DISPLAY 12 Student's Educational Aspiration, Eligibility, and Race



Thanks to scholarship money available at Cal Poly Pomona, I am able to continue my education at the university level for the next three years. Without their help I would not be going to a four-year school next year.

I feel that high school should talk more about vocational programs and not push four-year schools to the students so hard. Technical schools can provide a very good education for a lot less money, and shorter length of time.

The influence of socioeconomic status on eligibility and attendance

The responses of the Class of '83 confirm the strong influence of family income and parental educational attainment on eligibility and attendance. Displays 13, 14, and 15 on page 24 deal with eligibility of the various racial/ethnic groups controlling for family income, fathers' education, and mothers' education. They show a consistent pattern for all ethnic groups of eligibility status increasing with income and parental education, with the curious but consistent reversal in the trend for mothers with education beyond the bachelor's degree.

However, if one looks down the columns of these same three tables (thus controlling for the particular measure of socio-economic status), a general pattern emerges among the racial/ethnic groups. For a given level of income or parental education, the Asian respondents in general show the highest eligibility status of any group. In the second rank of eligibility status in most columns are Filipino and white respondents. And in the third rank are Black and Hispanic respondents.

The strong influence of family income on the percent attending the University of California is evident in Display 16 on page 25. For most racial/ethnic groups, the University-going rate of high-income respondents was three to four times as high as that of low-income respondents. As before, the Asian respondents show the highest rate of University-going, but in a departure, the Black respondents are found in the second rank with the white and Filipino respondents.

Thus it would seem that even if socio-economic factors are held constant, consistent differences in eligibility and attendance exist among these racial/ethnic groups. Certainly language disadvantage must be suspected to account for some of these differences for those groups that include many recent immigrants. In this regard, the large range of eligibility status by income for Asian and Filipino respondents evident in Display 13 may further reflect differences between recent arrivals and native Americans of many generations' standing in this admittedly diverse group.

In summary, while socio-economic status strongly influences eligibility and choice, it does not account for all of the variability in these measures.

Students' satisfaction with their institution or program

The survey inquired about respondents' satisfaction with the following aspects of their institution or program: (1) its quality, content, and reputation; (2) its impact on their personal achievement; (3) its cost and availability of financial aid; (4) out-of-class contact with faculty, counselors, and advisors; and (5) its sports and recreational programs, facilities, and equipment. Display 17 on page 25 summarizes their responses.

In general, more full-time students were satisfied with their institution than were part-time students. The sole exception was in the area of cost and availability of financial aid, where only 29 percent of full-time students from independent institutions expressed satisfaction, compared to 56 percent of their part-time classmates. At the other extreme in satisfaction with the financial aspects of attendance were full-time Community College students, 70 percent of whom expressed satisfaction.

Display 17 further shows that of all the aspects of their program or institution, most students in all segments were satisfied with their institution's "quality, content, and reputation." This was true of 83 percent of those enrolled at independent institutions, 81 percent at the University, 74 percent at the

---

This academic year was rough financially for me. The only real complaint I have is about the availability of financial aid. I think that there should be an established way for students that come from middle-income families to receive financial aid.

I am very bitter with the present financial aid system. With a 3.89 G.P.A. in college, I have not been able to get any aid! I believe it is wrong to discriminate against me because I am middle-class and white. In addition, I am a girl. I have the lowest possibility of getting financial aid than anyone else in the United States because of these reasons. Whoever is in charge, THANKS FOR NOTHING!

DISPLAY 13 Ratio of Percent Eligible to Attend the University of California to the Percent Ineligible by Race/Ethnicity and Family Income

	Low Income		Middle Income		High Income	
Ethnicity	Ratio	Number	Ratio	Number	Ratio	Number
White	0.42	271	0.58	647	1.23	886
Asian	0.52	60	3.44	56	6.52	58
Filipino	0.17	10	0.46	20	2.66	16
Black	0.10	42	0.41	36	0.55	24
Hispanic	0.17	128	0.23	113	0.52	42

DISPLAY 14 Ratio of Percent Eligible to Attend the University of California to the Percent Ineligible by Race/Ethnicity and Fathers' Educational Attainment

	Fathers' Educational Attainment									
	Less than High School Diploma		High School Diploma		Some College		Bachelor's Degree		More than Bachelor's Degree	
Ethnicity	Ratio	Number	Ratio	Number	Ratio	Number	Ratio	Number	Ratio	Number
White	0.21	191	0.24	428	0.42	759	1.43	473	1.62	156
Asian	1.07	43	1.20	41	0.62	48	3.89	60	5.00	41
Filipino	0.0	6	1.00	5	0.73	23	0.36	19	2.00	3
Black	0.11	26	0.06	43	0.32	47	0.50	9	0.67	8
Hispanic	0.15	155	0.26	69	0.20	114	0.82	21	0.20	15

DISPLAY 15 Ratio of Percent Eligible to Attend the University of California to the Percent Ineligible by Race/Ethnicity and Mothers' Educational Attainment

	Mothers' Educational Attainment									
	Less than High School Diploma		High School Diploma		Some College		Bachelor's Degree		More than Bachelor's Degree	
Ethnicity	Ratio	Number	Ratio	Number	Ratio	Number	Ratio	Number	Ratio	Number
White	0.17	181	0.36	668	0.61	918	1.77	437	1.52	200
Asian	0.76	57	1.25	57	2.07	61	6.21	45	2.50	11
Filipino	1.67	8	0.25	13	0.44	17	0.86	16	0.50	4
Black	0.20	15	0.06	39	0.24	71	0.50	13	0.14	8
Hispanic	0.14	154	0.23	111	0.21	84	1.43	20	0.33	4

Source: California Postadecondary Education Commission.

I do not think I could of chosen a better college (SRJC) to attend. It has enabled me to gradually adjust to the college atmosphere; unlike an University. It has allowed me to receive my GE requirements at a minimal cost, yet receiving the same credit for them as in a University.

I will be traveling all year 84-85 starting July 5 with "Up With People" over 32,000 miles. I will come back for one more year at SRJC then off to a UC system for an International Relations Masters degree with one year studying abroad in Russia!

State University, and 73 percent at Community Colleges. Similar patterns exist for the part-time students but at lower levels of satisfaction. The second most satisfactory aspect of the institutions was the "sports, recreational programs, facilities, and equipment." Full-time University students reported the greatest satisfaction with this component (79 percent), followed closely by State University students (75 percent), and those from independent institutions (74 percent).

Full-time students in the independent institutions report significantly greater satisfaction than their counterparts at other institutions with regard to their "personal achievement in the program or institution" (76 percent) and "out-of-class contact with faculty, counselors, and advisors" (69 percent). The

DISPLAY 16 Percent of Respondents Attending the University of California Full Time in Spring 1984 by Race/Ethnicity and Family Income

	Low Income		Middle Income		High Income	
Ethnicity	Percent	Number	Percent	Number	Percent	Number
White	5.5%	271	9.4%	647	20.4%	886
Asian	11.7	60	33.9	56	37.9	58
Filipino	10.0	10	5.0	20	31.3	16
Black	9.5	42	16.7	36	25.0	24
Hispanic	6.3	128	5.3	113	11.9	42

Source: California Postsecondary Education Commission.

DISPLAY 17 Respondents' Satisfaction with the California Institution or Program in Which They Were Enrolled in Spring 1984

	University of California		California State University		Independent Institutions		California Community Colleges		
	Full Time (427)	Part Time (23)	Full Time (451)	Part Time (37)	Full Time (196)	Part Time (9)	Full Time (614)	Part Time 1-5 Units (245)	Part Time 6-11 Units (99)
Percentage who were satisfied with the quality, content, and reputation of the program or institution	81.0	65.2	74.5	54.0	82.6	77.7	73.4	51.5	70.2
Percentage who were satisfied with their personal achievement in the program or institution	60.9	39.1	61.2	21.6	76.0	66.7	53.6	40.4	55.9
Percentage who were satisfied with the cost and availability of financial aid in the program or institution	47.5	65.2	52.3	51.3	29.1	55.5	69.8	53.5	66.5
Percentage who were satisfied with the out-of-class contact with faculty, counselors, and advisors	52.5	43.5	57.6	43.2	69.4	66.7	52.2	37.4	44.5
Percentage who were satisfied with the sports, recreational programs, facilities, and equipment of the program or institution	79.1	52.2	75.4	59.4	74.0	77.7	67.6	54.5	67.4

relatively low rating of this latter item by students in the public segments should be disturbing to educators and might suggest the need for further improvement in this critical area.

Summary

In general, the respondents to the Spring 1984 survey of California's class of 1983 were positive in their attitudes toward their preparation and fairly optimistic in their outlook. Variation by eligibility group, activity, and socioeconomic background was consistently in an explainable direction, but the range and intensity of that variation was sometimes unexpected.

As originally noted, this description of the survey findings is not exhaustive. Rather it is intended only to indicate the potential of the survey data base as a resource for further analysis. For instance, this report has only occasionally dealt with differences in response by sex and ethnicity; yet the data base exists as a permanent resource for such analyses, if the size of the particular sub-group of respondents is large enough to sustain them.

In sum, what this description strongly confirms is the utility of the data base and the advisability of replicating the Spring 1984 survey on the class of 1986.

I would like to take this opportunity to express my dissatisfaction about the rules and regulations concerning financial aid. I am not eligible for financial aid because my stepfather makes too much money. Even though I no longer live in their home nor do they support me in any way. I will not be eligible for two years. I feel this is unfair.

The only problem that I have found during college so far is that I cannot apply for financial aid, as in grants or loans, because my parents make too much money. They may make money but they also have other costs besides helping to put me through school.

I would just like to say that more money should be spent on grants to students. Because I have seen many students drop out of school simply because a guaranteed student loan was not sufficient. One must keep in mind that todays parents do not have sufficient funds to put their children through school. We must sometimes do it on our very own!

Your financial aid program sucks! My father is 75 years old, my mother isn't working, she's 60. I'm a foster child and they still didn't help me (the government) financially, and I was very disappointed. If they had, I would not have wasted this year studying to work a year to save money to go back to college to be what I wanted to be in the first place!

Also, the financial aid is set up illogically and unfair. My mom is a teacher and barely makes $25,000/year, yet since she owns (partially) a house of $100,000 value, it doesn't matter if she has three dependents, I get 0 aid. How am I supposed to continue my education? Loans? Great, pay later. I think the entire aid system better be looked at.

Although I was satisfied with financial aid last year, I strangely will not be this year. My parents income has not improved yet. I have lost $2,500 from Berkeley in financial aid; strangely, saying I suddenly have no need. My parents gross roughly $50,000; with a net (after taxes) of $25,000. They cannot afford $14,000 just to send my brother and I to school.

Recently, my financial aid was taken away because my parents income went up, and assets. I don't think it's very fair, because my tuition is very high and my parents can't really afford it. I strongly feel that financial aid should be given to those who are in need and are willing to give it all they've got to be successful. Maybe its time to change how the aid is distributed.

I do not think it is fair that I am eligible for financial aid because of my fathers' income. I think you should also look at the number of dependents. We have five kids in college and we all pay our own way. The first three got a little financial aid. I'm not eligible!

I would like to call your attention to student financial aid. Me and my friends have applied to financial aid until we are blue in the face. And they always say "Your parents make too much money." Most of our parents have bills to pay. We as students don't depend on our parents to support us.

References

Astin, Alexander W. *Four Critical Years: Effects of College on Beliefs, Attitudes, and Knowledge*. San Francisco: Jossey-Bass, 1979.

California Postsecondary Education Commission. *The First Follow-Up Survey of the High School Class of 1983: A Staff Report from the 1983 Eligibility Study on the Post-High School Activities of High School Graduates*. Sacramento. The Commission, June 1984.

--. *Eligibility of California's 1983 High School Graduates for Admission to the State's Public Universities: A Report from the 1983 High School Eligibility Study*. Commission Report 85-23. Sacramento: The Commission, April 1985.

Appendix A

Dear High School Graduate:

You have been selected to participate in the first statewide study of California high school graduates to help the Governor and the Legislature understand the needs and plans of young Californians. Approximately one out of every 20 students who received a high school diploma in 1982-83 has been chosen at random, and you are one of these people. Your answers to these few questions are very important. Please take the time to respond. We will be sending you similar questionnaires from time to time, and we will be telling you what we learn as we go. Thank you.

1. What are you doing now? (Please check all boxes that apply.)

   ☐ Working ☐ In School or College
   ☐ In the Military ☐ In a Job-Training Program
   ☐ Unemployed ☐ Other (Please describe: _____)

2. What were you doing in October 1983? (Please check all boxes that apply.)

   ☐ Working ☐ In School or College
   ☐ In the Military ☐ In a Job-Training Program
   ☐ Unemployed ☐ Other (Please describe: _____)

3. If you were attending school or college, what is the name and city of the institution(s):

   Name: _____
   City: _____

4. If the information on the attached address label is incorrect, please write the correct information here:

   Name: _____
   Number and Street: _____ Apt # _____
   City, State, and ZIP: _____

5. If there is another address through which you can always be contacted (such as, your parents), please indicate it here:

   Number and Street: _____ Apt. # _____
   City, State, and ZIP: _____

If you did not graduate from high school between September 1982 and August 1983, check here: ☐ I did not graduate in 1982-83.

If you do not wish to continue to be a part of this study, please check here: ☐

Please fold this paper so that our mailing address shows, staple it closed, and mail. Postage has been paid. No Postage Necessary.

Thank you for helping us with this important, statewide study.

Sincerely,

Patrick M. Callan, Director
California Postsecondary Education Commission

Appendix B

WORK AND LEARNING ACTIVITIES OF CALIFORNIA YOUNG ADULTS

A Survey of 1983 High School Graduates

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

The California Postsecondary Education Commission is a citizen board established by the California Legislature and the Governor to provide independent, nonpartisan policy analysis and recommendations to them about education beyond the high school in California and to coordinate the planning and efforts of California's nearly 500 colleges and universities.

The Commission is undertaking this survey of a sample of 1983 California high school graduates as part of its responsibility to promote diversity, innovation, and responsiveness of higher education to the needs of students and society, and to assure that California's resources for postsecondary education are used effectively and efficiently.

The Commission holds regular public meetings throughout the year. Further information about it, its studies, its publications, and its meetings may be obtained from the Commission's offices at 1020 Twelfth Street, Sacramento, California 95814; telephone (916) 445-7933.

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

Dear Friend:

On behalf of California's Governor and Legislature, I am seeking your help in learning more about the work and educational activities of recent high school graduates in California, so that we can improve educational opportunities for all of California's young adults.

The Legislature and Governor have asked the California Postsecondary Education Commission to survey a sample of 1983 graduates, including yourself, about your high school experiences, your current activities, and your future plans. Your answers will help the Commission advise the Legislature and Governor about such issues as vocational training, student fees, financial aid, and the effects of college admission requirements. Your answers will be completely confidential, in accordance with state laws regarding the privacy of student information. No postage is needed to return this survey booklet to the Commission after you complete it, since the postage will be paid by the Commission.

Please answer all of the questions in Part One of the survey on the next two pages. Then complete the other four parts of the survey that apply to you, as noted at the end of Part One.

After completing all of the parts that apply to you, simply fold the booklet, staple or tape it closed, fill in your return address on the back, and drop it in the mail. We will then be able to send you the results of the survey.

If you have any questions about the survey, please call Jeanne Ludwig of our staff at (916) 324-4991, or write her at the Commission offices at 1020 Twelfth Street, Sacramento, California 95814.

In advance, I thank you for helping us know more about the learning and occupational needs of California's young adults by completing this survey.

Sincerely,

Patrick M. Callan, Director
California Postsecondary
Education Commission

PART ONE *Your High School Experiences, Your Goals, and Your Backgroun*

1. Which of these phrases best describes your high school program? *(Please mark or check one.)*

- General studies ☐
- Academic or college preparatory ☐
- Vocational or technical ☐
- Other *(Please describe.)*

_____ ☐

2. How much do you agree or disagree with each of the following statements? *(Mark one for each statement.)*

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	No Opinion
My high school courses provided good preparation for what I am doing this year	☐	☐	☐	☐	☐
Homework was an important part of my high school learning experience	☐	☐	☐	☐	☐
My high school grades accurately reflected my achievements	☐	☐	☐	☐	☐
My classes were generally free of disruptions	☐	☐	☐	☐	☐
I generally felt safe on my school's campus	☐	☐	☐	☐	☐

3. As a high school graduate, how competent do you feel in each of these skills? *(Mark one for each skill.)*

	Very Competent	Somewhat Competent	Need Some Improvement	Need Much Improvement	Not Applicable
Reading	☐	☐	☐	☐	☐
Writing	☐	☐	☐	☐	☐
Mathematics	☐	☐	☐	☐	☐
Science	☐	☐	☐	☐	☐
Work or job skills	☐	☐	☐	☐	☐

4. Who helped you learn about possible activities after high school, and who had the greatest influence on your choice of activity? *(Mark in the first column all those who gave you information about possible activities, and in the second column all those who were a major influence on your decision.)*

	Source of Information	Major Influence on the Decision
Parents or guardians	☐	☐
Brothers or sisters	☐	☐
Other relatives	☐	☐
Friends	☐	☐
Teachers	☐	☐
Counselors	☐	☐
Other high school officials	☐	☐
College representatives	☐	☐
College-day speakers	☐	☐
Employer or work contacts	☐	☐
Others *(describe)*		
_____	☐	☐

5. What out-of-class activities, if any, during high school (such as clubs, sports, work, church groups, or college-sponsored programs) influenced your decision about what to do after high school? *(Describe.)*

_____

_____

_____

6. If you could change one thing to improve your high school experience, what would you have changed and why? *(Describe.)*

_____

_____

_____

_____

_____

_____

7. How important is each of the following life goals to you? *(Mark one on each line.)*

	Very Important	Somewhat Important	Not Important
Career or job success	☐	☐	☐
Financial success	☐	☐	☐
The right mate	☐	☐	☐
Strong friendships	☐	☐	☐
Steady work	☐	☐	☐
Community leadership	☐	☐	☐
Close family ties	☐	☐	☐
Having children	☐	☐	☐
Enjoyable leisure time	☐	☐	☐
Spiritual development	☐	☐	☐
Educational attainment	☐	☐	☐
Better opportunities for my children than I had	☐	☐	☐
Improvement of social, economic, or environmental conditions	☐	☐	☐

8. Where has your primary residence been this current spring (1984)? *(Mark one.)*

- Parents' or relatives' house ☐
- House you own or are buying ☐
- Rented house, apartment, or room ☐
- On-campus dormitory or residence hall ☐
- Fraternity or sorority house or student co-op ☐
- Other *(describe)*

_____ ☐

9. What is your marital status? *(Mark one.)*

- Never married ☐
- Married ☐
- Separated ☐
- Divorced ☐
- Widowed ☐

10. Did your parents or guardians claim you as a dependent on their 1983 income tax return this last April?

- Yes ☐
- No ☐

11. What is your best estimate of your parents' or guardians' total income in 1983? *(Mark one.)*

- Less than $6,000 ☐
- $6,000 to $11,999 ☐
- $12,000 to $17,999 ☐
- $18,000 to $23,999 ☐
- $24,000 to $29,999 ☐
- $30,000 to $35,999 ☐
- $36,000 to $47,999 ☐
- $48,000 to $59,999 ☐
- $60,000 or more ☐
- I have no idea what my parents' income was ☐

12. Not including yourself, how many persons depended on you completely for their financial support between October 1983 and April 1984?

Number of people, including children: _____

13. What was your (and your spouse's, if married) total income in 1983? *(Mark one.)*

- None ☐
- Less than $1,000 ☐
- $1,000 to $1,999 ☐
- $2,000 to $2,999 ☐
- $3,000 to $5,999 ☐
- $6,000 to $11,999 ☐
- $12,000 to $17,999 ☐
- $18,000 to $23,999 ☐
- $24,000 to $29,999 ☐
- $30,000 or more ☐

14. What was the highest level of education completed by your father and your mother (or your guardians), and what is the highest level you expect to complete? *(Mark one in each column.)*

	Father Completed	Mother Completed	Your Expectation
Less than high school graduation	☐	☐	☐
High school graduation	☐	☐	☐
Vocational, trade, or business school	☐	☐	☐
Some college, but not college graduation	☐	☐	☐
Community college degree or certificate	☐	☐	☐
Bachelor's degree	☐	☐	☐
Master's or higher degree	☐	☐	☐
Don't know	☐	☐	☐

15. Which of the following most closely describes your ethnic or racial background? *(Mark one.)*

- American Indian or Alaskan Native ☐
- Asian ☐
- Black or Afro-American ☐
- Chicano or Mexican American ☐
- Latino or Other Spanish Speaking ☐
- Filipino or Pilipino Speaking ☐
- White or Caucasian ☐
- Other *(specify)* _____ ☐

16. Do you have any physical condition that requires special assistance in order for you to pursue your life goals? *(Mark all that apply.)*

- None ☐
- Special learning disability ☐
- Deafness or hard of hearing ☐
- Orthopedic handicap, paraplegic, or quadriplegic ☐
- Visual handicap not correctable by glasses or contact lenses ☐
- Speech disability ☐
- Other physical disability or handicap *(Please describe.)* _____ ☐

17. In Summer 1983 (June to August 1983), Fall 1983 (September to December 1983), and Spring 1984 (January to June 1984), which of the following things were you doing? *(Mark all that apply and be sure to mark at least one for each of the three seasons.)*

	Summer 1983	Fall 1983	Spring 1984
Vocational program in a community college, trade school, business, or other non-military organization (Part Two)	☐	☐	☐
Other community college or four-year college program (Part Three)	☐	☐	☐
Work for pay, either full-time or part-time (Part Four)	☐	☐	☐
Military service (Part Five)	☐	☐	☐
Unemployed (Part Four)	☐	☐	☐
Other *(Please describe.)* _____	☐	☐	☐
_____	☐	☐	☐
_____	☐	☐	☐

Now please complete all of the following parts of the survey booklet that relate to the activities you marked above.

PART TWO *You and Vocational Training*

1. **Since graduation, have you enrolled in or participated in any vocational training program other than in the military?** ***(Mark one.)***

No..... ☐
(If "No," please turn to Part Three)

Yes, Community college..... ☐
Trade or business school.... ☐
Regional occupational center or program (ROC, ROP).... ☐
Apprenticeship..... ☐
Other *(describe)*
_____ ☐

(If "yes," please answer the following questions for the program most closely related to the work you are doing or expect to do in the future.)

2. What is the name and location of the school, college, labor group, or industry in which you trained?

Name: _____
_____
City: _____
State: _____

3. For what job or occupational field did this training prepare you? *(Please describe.)*

_____
_____
_____
_____

4. Did you receive any training in this field during high school?

Yes..... ☐
No..... ☐

5. In choosing this program, how important to you was each of the following? *(Mark one on each line.)*

	Very Important	Somewhat Important	Not Important
Program cost, such as tuition, fees, books, supplies, and board and room.....	☐	☐	☐
Availability of financial aid.....	☐	☐	☐
Availability of specific courses or program content.	☐	☐	☐
Job placement record of the program.....	☐	☐	☐
Program admission requirements or open entry.....	☐	☐	☐
Friends' plan to attend the program..	☐	☐	☐
Advice of family member.....	☐	☐	☐
Advice of high school teacher or counselor.....	☐	☐	☐
Getting away from home.....	☐	☐	☐
Ability to live at home.....	☐	☐	☐
Ability to return home frequently.....	☐	☐	☐
Social life.....	☐	☐	☐
Other *(describe)*			
_____			
_____			
_____	☐	☐	☐

6. When did you begin the training program?

Month: _____ Year: 198 ___

7. What length is the program? *(Mark one.)*

Less than six months..... ☐
Six to eleven months..... ☐
Twelve to twenty-three months..... ☐
Two years or more..... ☐

8. Was this field your first choice for vocational training?

Yes..... ☐
No..... ☐

(If "No," what was your first-choice field and why did you not or could you not pursue that training?)

_____
_____
_____
_____
_____
_____
_____
_____
_____

9. Have you completed the program? *(Mark one.)*

Yes ☐

No, still enrolled in it ☐

No, left without completing it ☐

(If you left the program without completing it, which of the following things influenced your decision? Please circle the most important factor and mark all of them that apply.)

I could not afford to continue in the program because of costs ☐

I got a full-time job ☐

I had conflicting family responsibilities ☐

I was undecided about career plans ☐

I was not doing as well as I wanted to ☐

I was failing ☐

I was dissatisfied with parts of the program ☐

I wanted to be closer to my family ☐

The program was not relevant to the work I wanted to do ☐

There was too much pressure from the program's load ☐

Social life interferred with my studying ☐

It was too isolated ☐

Friends planned to leave the program ☐

My parent or relative advised me to leave the program ☐

A teacher or counselor advised me to leave ☐

Other *(describe)*

_____

_____

_____ ☐

10. Regarding this training, how satisfied were you with the following? *(Mark one on each line.)*

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	No Opinion
Quality of instruction	☐	☐	☐	☐	☐
Content of the program	☐	☐	☐	☐	☐
Future job or career opportunities	☐	☐	☐	☐	☐
Development of my work skills	☐	☐	☐	☐	☐
My intellectual growth	☐	☐	☐	☐	☐
My own progress or grades	☐	☐	☐	☐	☐
The program's reputation	☐	☐	☐	☐	☐
The cost of attendance	☐	☐	☐	☐	☐
Availability of financial aid	☐	☐	☐	☐	☐
Contact with faculty outside of class	☐	☐	☐	☐	☐
Personal counseling	☐	☐	☐	☐	☐
The social life	☐	☐	☐	☐	☐
Sports and recreation facilities or programs	☐	☐	☐	☐	☐
Cultural activities such as music, art, and drama	☐	☐	☐	☐	☐
Equipment and buildings	☐	☐	☐	☐	☐
Other *(describe)*					
_____					
_____					
_____					
_____	☐	☐	☐	☐	☐

11. How much did each of the following sources help you pay for the costs of this program. *(Please mark each source used and estimate the total amount received from each source for all your training expenses, such as tuition and fees, books and supplies, room and board, and transportation costs.)*

FAMILY AND GUARDIAN AID

Parent or guardian assistance ☐ $_____

SPOUSE SUPPORT

(if married) ☐ $_____

YOUR OWN SELF SUPPORT

Your savings ☐ $_____

Work/Study earnings ☐ $_____

Other campus job earnings ☐ $_____

Off-campus job earnings ☐ $_____

SCHOLARSHIP

(Please specify type, such as academic, athletic, business firm, or civic group.)

_____ ☐ $_____

GRANTS OR BENEFITS

Federal Job Training Program ☐ $_____

Other federal programs, such as Pell, SEOG, GI Bill, ROTC, or Social Security ☐ $_____

State (Cal Grant) ☐ $_____

EOP or EOPS ☐ $_____

Institutional grant ☐ $_____

Other *(describe)*

_____ ☐ $_____

LOANS

Federal NDSL ☐ $_____

Guaranteed Student Loan (GSL) ☐ $_____

Regular bank loan ☐ $_____

Loan from parents, guardian, or other relative ☐ $_____

Other *(describe)*

_____ ☐ $_____

OTHER FINANCIAL AID

(Please describe.)

_____ ☐ $_____

Please turn to Part Three.

PART THREE *You and College*

1. Did you apply for admission to any college or university *(Mark one.)*

- No, and I don't plan to apply. ☐ *(If so, please skip to Part Four.)*
- No, but I plan to apply soon. ☐ *(If so, please skip to Part Four.)*
- No, the college I'm attending doesn't require admission applications. ☐
- Yes, to one college or university. ☐
- Yes, to two colleges or universities. ☐
- Yes, to three or more colleges or universities. ☐

2. How many acceptances to college did you receive?

- None. ☐
- One. ☐
- Two. ☐
- Three or more. ☐

3. If you were enrolled in a college or university this spring (1984), what was its name and location?

Name: _____

_____

City: _____

State: _____

4. In what field or area of study are you majoring or planning to major? *(If undecided, write "undecided.")*

_____

5. How many units or credits were you enrolled for this current spring term (1984)? *(Mark one.)*

- Less than six units for the term. ☐
- Six to eleven units. ☐
- Twelve or more units. ☐

6. In choosing the college you were attending this spring (1984), how important to you were each of the following? *(Mark one on each line.)*

	Very Important	Somewhat Important	Not Important
College costs (tuition, fees, books, room and board, etc.)	☐	☐	☐
Availability of financial aid, such as loans, grants, or scholarships	☐	☐	☐
Availability of specific courses or programs or majors	☐	☐	☐
College admission requirements or lack of them	☐	☐	☐
Reputation of the college in academic areas	☐	☐	☐
Social life at the college	☐	☐	☐
Friends planned to attend the college	☐	☐	☐
Advice of family member	☐	☐	☐
Advice of high school teacher or counselor	☐	☐	☐
Advice of college representative	☐	☐	☐
Getting away from home	☐	☐	☐
Able to live at home while attending college	☐	☐	☐
Able to return home often	☐	☐	☐
Other *(describe)* _____	☐	☐	☐

7. When did you first enroll at this institution?

Month: _____ Year: 198___

8. Is this institution your *(Mark one.)*:

- First choice. ☐
- Second choice. ☐
- Third choice. ☐
- Less than third choice. ☐

9. If this institution was NOT your first choice, what was your first choice?

Name: _____

City: _____

State: _____

10. If you aren't attending your first-choice institution, why didn't you enroll at it? *(Circle the most important reason and mark any others that apply.)*

- Wasn't accepted. ☐
- College costs. ☐
- Lack of financial aid. ☐
- Lack of desired courses, program, or major. ☐
- Friends not attending the college. ☐
- Family member advised against it. ☐
- High school teacher or counselor advised against it. ☐
- College representative influenced my decision. ☐
- I wanted to get away from home. ☐
- I wanted to live at home while attending. ☐
- I wanted to return home often. ☐
- Other *(describe)* _____ ☐

11. If you previously enrolled in a different college or university after graduating from high school, what was its name and location?

Name: _____

City: _____

State _____

What were your reasons for leaving that first institution? *(Please circle the most*

important factor and mark all of them that apply.)

- I could not afford to continue there because of costs. ☐
- I got a full-time job. ☐
- I had a part-time job that conflicted with my attendance ☐
- I had conflicting family responsibilities. ☐
- I was undecided about my career plans. ☐
- I was not doing as well as I wanted to. ☐
- I was required to leave for poor academic performance. ☐
- I was dissatisfied with parts of the program. ☐
- I wanted to be closer to my family. ☐
- The program was not relevant to the work I wanted to do. ☐
- There was too much pressure from my course load. ☐
- Social life at the institution interfered with my studying. ☐
- It was too isolated. ☐
- Friends planned to leave the institution. ☐
- My parent or relative advised me to leave the institution. ☐
- My high school teacher or counselor advised me to leave. ☐
- A college teacher, counselor, or other official at the institution advised me to leave. ☐
- Other *(describe)*

_____

12. Since graduating from high school, have you participated in any course or any support service, such as tutoring, to strengthen any of the following skills, before you were able to take regular college-level courses in these or other disciplines? *(Mark all that apply.)*

	Course or Class	Support Service like tutoring
Reading	☐	☐
Writing	☐	☐
Mathematics	☐	☐
Science	☐	☐
Other *(describe)* _____	☐	☐

13. Regarding your education during this last year, July 1983 to June 1984, how satisfied were you with the following? *(Mark one on each line.)*

	Very Satisfied	Somewhat Satisfied	Very Dissatisfied	No Opinion
Quality of instruction	☐	☐	☐	☐
Content of the program or major	☐	☐	☐	☐
Career preparation	☐	☐	☐	☐
Development of my work skills	☐	☐	☐	☐
Development of my study skills	☐	☐	☐	☐
My intellectual growth	☐	☐	☐	☐
My own progress or grades	☐	☐	☐	☐
The institution's reputation or prestige	☐	☐	☐	☐
The cost of attendance	☐	☐	☐	☐
Availability of financial aid	☐	☐	☐	☐
Contact with faculty outside of class	☐	☐	☐	☐
Personal counseling	☐	☐	☐	☐
Academic advising	☐	☐	☐	☐
The social life	☐	☐	☐	☐
Sports and recreation facilities or programs	☐	☐	☐	☐
Cultural activities such as music, art, and drama	☐	☐	☐	☐
Equipment and buildings	☐	☐	☐	☐
Other *(describe)* _____	☐	☐	☐	☐
_____	☐	☐	☐	☐
_____	☐	☐	☐	☐

14. How much did each of the following sources help you pay the costs of college? *(Please mark each source used and estimate the total amount you received from each source for any educational expenses, such as tuition and fees, books and supplies, room and board, and transportation costs.)*

FAMILY AND GUARDIAN AID

- Parent or guardian assistance ☐ $ _____
- Aid from other relatives ☐ $ _____

SPOUSE SUPPORT

(if married) ☐ $ _____

YOUR OWN SELF SUPPORT

- Your savings ☐ $ _____
- Work/Study earnings ☐ $ _____
- Other campus job earnings ☐ $ _____
- Off-campus job earnings ☐ $

SCHOLARSHIP

- Academic ☐ $ _____
- Athletic ☐ $ _____
- Other *(describe)* _____ ☐ $ _____

GRANT OR BENEFITS

- Federal programs, such as Pell, SEOG, G I Bill, ROTC, or Social Security ☐ $ _____
- State grant (Cal Grant) ☐ $ _____
- EOP or EOPS ☐ $ _____
- Institutional grant ☐ $ _____
- Other *(describe)* _____ ☐ $ _____

LOANS

- Federal NDSL ☐ $ _____
- Guaranteed Student Loan (GSL) ☐ $ _____
- Regular bank loan ☐ $ _____
- Loan from parents, guardian, or other relative ☐ $ _____
- Other *(describe)* _____ ☐ $ _____

OTHER FINANCIAL AID
(Please describe.)

_____ ☐ $ _____

Please turn to Part Four.

PART FOUR *You and Work*

1. **Did you work at a job for pay while in high school?**

   Yes..... ☐
   No..... ☐

2. **Since graduating from high school, have you worked at a job for pay, such as full time, summer, or while attending college? *(Mark one.)***

   No, I have not worked at a job for pay..... ☐
   (If so, please skip to Part Five.)

   Yes, at the same job I had during high school..... ☐
   Yes, at a new job..... ☐

3. This past April (1984), were you working at a job for pay?

   Yes, full time..... ☐
   Yes, part time..... ☐
   Yes, on-call, intermittent hours. ☐
   No, but actively looking for work..... ☐
   No, and NOT looking for work.. ☐

Please answer the following questions for the job you held in April 1984 or for your most recent job before that, if you were not working in April.

4. What kind of work did you do? *(For example, salesperson, waitress, carpenter, secretary, etc.)*

   _____
   _____

5. In what kind of business or industry was your job? *(For example, hardware store, electronics manufacturing firm, campus bookstore, restaurant, etc.)*

   _____
   _____
   _____

6. How many hours each week did you usually work?

   Hours per week: _____

7. What was your usual weekly salary?

   $ _____ per week

8. When did you start working at this job?

   Month: _____ Year: 198___

9. Did high school provide you with sufficient knowledge or skills for this job? *(Mark any that apply.)*

   I have sufficient knowledge and skills for the job..... ☐
   I needed more English, reading, or writing skills..... ☐
   I needed more mathematics..... ☐
   I needed more vocational skills, such as typing, shop work, etc.... ☐
   Other *(describe)*
   _____ ☐

Please continue with Part Five.

PART FIVE *You and the Military*

1. Since completing high school, have you served in the Armed Forces? *(Mark one.)*

   No ☒
   (If not, please see bottom of this page.)
   Yes, active duty ☐
   Yes, Reserves ☐
   Yes, National Guard ☐

2. In what branch of the Armed Forces have you served? *(Mark one.)*

   Air Force ☐
   Army ☐
   Coast Guard ☐
   Marine Corps ☐
   Navy ☐

3. When did you enlist?

   Month: _____ Year: 198 ___

4. How long was your enlistment in the Armed Forces, or how long do you expect it to be?

   Number of years: ___ or months: ___

5. Why did you enlist in the Armed Forces? *(Please circle the most important reason and mark all that apply.)*

   I plan to make the military my career ☐
   It offered the technical training that I wanted ☐
   It offered the educational benefits I need for school later ☐
   My parents or other relatives recommended it ☐
   My high school teacher or counselor recommended it ☐
   The Armed Forces recruiter convinced me it was a good idea ☐
   I was undecided about what else to do ☐
   Other *(describe)*

   _____ ☐

6. What did you do, or what do you plan to do, after you get out of the Armed Forces? *(Mark all that apply.)*

   Work part time or full time in the same field for which I received Armed Forces training ☐
   Work part time or full time in a field for which I did NOT receive Armed Forces training ☐
   Attend a vocational training program either part time or full time ☐
   Enter an apprenticeship or on-the-job training program ☐
   Attend college either part time or full time ☐
   Retire immediately ☐
   Undecided ☐
   Other *(describe)*

   _____ ☐

If you have any other comments or suggestions you would like to make about your work or educational experiences or goals, please write them here.

Thank you for completing the survey. Please be sure to write your correct return address on the back of this booklet, so we can share the results of the survey with you. Then please fold the booklet as shown, staple or tape it closed, and mail it as soon as possible.

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 15 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. The other six represent the major segments of postsecondary education in California.

As of March 1987, the Commissioners representing the general public are:

Seth P. Brunner, Sacramento
C. Thomas Dean, Long Beach, *Chairperson*
Seymour M. Farber, M.D., San Francisco
Cruz Reynoso, Los Angeles
Lowell J. Paige, El Macero
Roger C. Pettitt, Los Angeles
Sharon N. Skog, Mountain View, *Vice Chairperson*
Thomas E. Stang, Los Angeles
Stephen P. Teale, M.D., Mokelumne Hill

Representatives of the segments are:

Yori Wada, San Francisco; representing the Regents of the University of California

Claudia H. Hampton, Los Angeles; representing the Trustees of the California State University

Arthur H. Margosian, Fresno; representing the Board of Governors of the California Community Colleges

Donald A. Henricksen, San Marino; representing California's independent colleges and universities

Harry Wugalter, Thousand Oaks; representing the Council for Private Postsecondary Educational Institutions

Angie Papadakis, Palos Verdes; representing the California State Board of Education

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including Community Colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory planning and coordinating body, the Commission does not administer or govern any institutions, nor does it approve, authorize, or accredit any of them. Instead, it cooperates with other state agencies and non-governmental groups that perform these functions, while operating as an independent board with its own staff and its own specific duties of evaluation, coordination, and planning.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, the Commission's meetings are open to the public. Requests to address the Commission may be made by writing the Commission in advance or by submitting a request prior to the start of a meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, William H. Pickens, who is appointed by the Commission.

The Commission issues some 30 to 40 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover.

Further information about the Commission, its meetings, its staff, and its publications may be obtained from the Commission offices at 1020 Twelfth Street, Third Floor, Sacramento, CA 98514-3985; telephone (916) 445-7933.

THE CLASS OF '83 ONE YEAR LATER

California Postsecondary Education Commission Report 87-19

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 98514-3985.

Recent reports of the Commission include:

87-2 Women and Minorities in California Public Postsecondary Education: Their Employment, Classification, and Compensation, 1975-1985. The Fourth in the Commission's Series of Biennial Reports on Equal Employment Opportunities in California's Public Colleges and Universities (February 1987)

87-3 Issues Related to Funding of Research at the University of California: A Report to the Legislature in Response to Supplemental Language in the 1985 Budget Act (February 1987)

87-4 The California State University's South Orange County Satellite Center: A Report to the Governor and Legislature in Response to a Request from the California State University for Funds to Operate an Off-Campus Center in Irvine (February 1987)

87-5 Proposed Construction of San Diego State University's North County Center: A Report to the Governor and Legislature in Response to a Request for Capital Funds from the California State University to Build a Permanent Off-Campus Center of San Diego State University in San Marcos (February 1987)

87-6 Interim Evaluation of the California Student Opportunity and Access Program (Cal-SOAP): A Report with Recommendations to the California Student Aid Commission (February 1987)

87-7 Conversations About Financial Aid: Statements and Discussion at a Commission Symposium on Major Issues and Trends in Postsecondary Student Aid (February 1987)

87-8 California Postsecondary Education Commission News, Number 2 [The second issue of the Commission's periodic newsletter] (February 1987)

87-9 Expanding Educational Equity in California's Schools and Colleges: A Review of Existing and Proposed Programs, 1986-87. A Report to the California Postsecondary Education Commission by Juan C. Gonzalez and Sylvia Hurtado of the Higher Education Research Institute, UCLA, January 20, 1987 (February 1987)

87-10 Overview of the 1987-88 Governor's Budget for Postsecondary Education in California, Presented to the Senate Budget and Fiscal Review Subcommittee #1 by William H. Pickens, Executive Director, California Postsecondary Education Commission (March 1987)

87-11 The Doctorate in Education: Issues of Supply and Demand in California (87)

87-12 Student Public Service and the "Human Corps": A Report to the Legislature in Response to Assembly Concurrent Resolution 158 (Chapter 165 of the Statutes of 1986) (March 1987)

87-13 Standardized Tests Used for Higher Education Admission and Placement in California During 1986: The Second in a Series of Annual Reports Published in Accordance with Senate Bill 1758 (Chapter 1505, Statutes of 1984) (March 1987)

87-14 Time Required to Earn the Bachelor's Degree: A Commission Review of Studies by the California State University and the University of California in Response to Senate Bill 2066 (1986) (March 1987)

87-15 Comments on the Report of the California State University Regarding the Potential Effects of Its 1988 Course Requirements: A Report to the Legislature in Response to Assembly Concurrent Resolution 158 (Chapter 165 of the Statutes of 1986) (March 1987)

87-16 Changes in California State Oversight of Private Postsecondary Education Institutions: A Staff Report to the California Postsecondary Education Commission (March 1987)

87-17 Faculty Salaries in California's Public Universities, 1987-88: The Commission's 1986 Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965) (March 1987)

87-18 Funding Excellence in California Higher Education: A Report in Response to Assembly Concurrent Resolution 141 (1986) (March 1987)

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